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ABSTRACT

The Gila Crossing Day School Bureau of Indian Affairs Advisory School Board, in an effort to investigate alternative educational managerial methods, organized a 4-phase charrette which had a two-fold purpose. The primary goal was to explore who should control the education of the Indian children living on the west end of the Gila River Indian Reservation, and the secondary goal was to examine related school-community facility implications. Phase I of the charrette included planning and organizing the meeting; Phase II involved locating and compiling technical research data and information for use during the charrette; Phase III was the 3-day period, during which local educators met with professional planners, officials, and lay members of the community in a discussion workshop setting; and Phase IV involved the preparation and submission of the final report. Increased understanding was gained of the alternate ways of how the "West End's" educational program might: best be self-governed; be grade level grouped; and consider housing all of the required school and community programs. The establishment of a "contract school" gained the most support and information documents were provided by consultants for use by the school board if a contract system is implemented in the future. (JD)

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EDUCATIONAL PLANNING CHARRETTE

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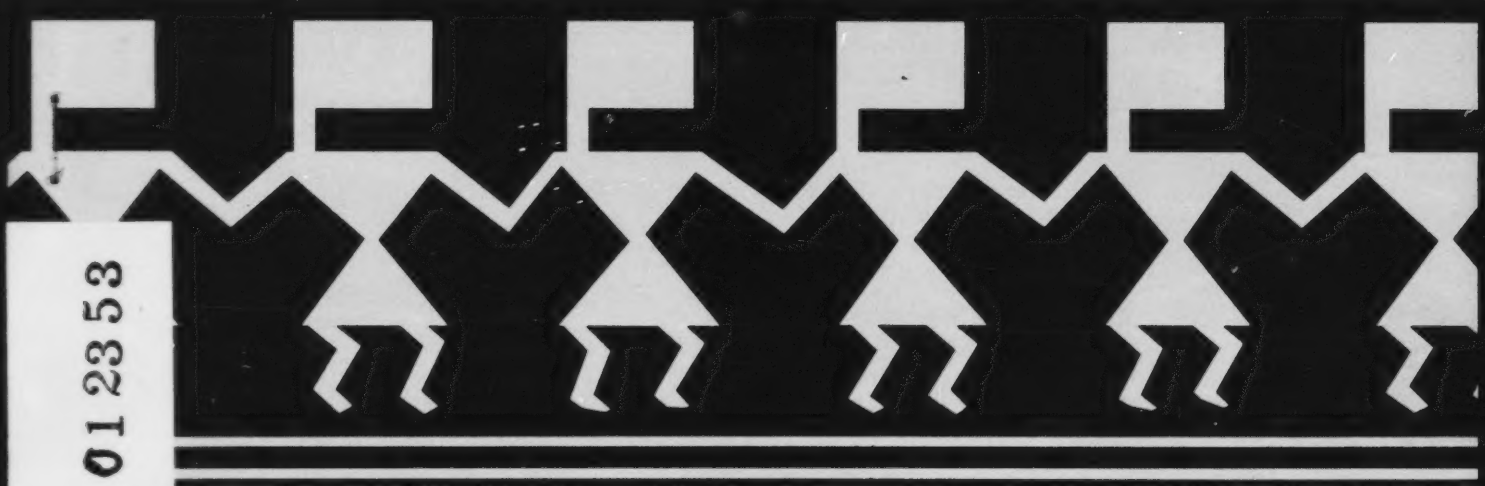
Gila Crossing, Arizona
Spring 1975



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FINAL REPORT

"THE EDUCATIONAL PLANNING CHARRETTE"
GILA CROSSING DAY SCHOOL
GILA CROSSING, ARIZONA
MAY 8-10, 1975

SUBMITTED TO:

....THE CHARRETTE PLANNING COMMITTEE

....THE GILA CROSSING BIA ADVISORY SCHOOL BOARD

....THE COMMUNITY EDUCATION DEPARTMENT

....THE TRIBAL GOVERNMENT OF THE GILA CROSSING INDIAN RESERVATION

....THE BUREAU OF INDIAN AFFAIRS

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SEPTEMBER 1, 1975

PURPOSE OF THE CHARRETTE

TO EXPLORE WHO SHOULD CONTROL THE EDUCATION OF THE INDIAN CHILDREN LIVING IN THE WEST END OF THE GILA RIVER INDIAN RESERVATION.

TO EXAMINE RELATED SCHOOL COMMUNITY FACILITY IMPLICATIONS.

CREDITS

MANY PERSONS AND ORGANIZATIONS MADE MEANINGFUL, AND OFTEN TIMES, SIGNIFICANT CONTRIBUTIONS TO THE CREATION AND THE CONDUCT OF THIS EDUCATIONAL PLANNING CHARRETTE. THE PEOPLE OF THE GILA CROSSING AND THE 7TH DISTRICT AREAS, THE "WEST END", WILL LONG REMAIN INDEBTED TO THOSE WHO PARTICIPATED IN THIS EFFORT TO SHARE KNOWLEDGE, TO TEST FEELINGS AND TO SEEK NEW DIRECTIONS FOR THE FUTURE. IF, AS A RESULT OF THIS CHARRETTE, MAJOR EFFORTS ARE UNDERTAKEN TO IMPROVE AND EXPAND EDUCATIONAL OPPORTUNITIES ANYWHERE ON THE GILA CROSSING INDIAN RESERVATION, INDIVIDUAL MEMBERS OF THOSE GROUPS NAMED BELOW DESERVE TO SHARE THE CREDIT:

THE CHARRETTE PARTICIPANTS

THE CHARRETTE PREPARATION COMMITTEE

THE GILA CROSSING BIA ADVISORY SCHOOL BOARD

THE TRIBAL GOVERNMENT OF THE GILA CROSSING INDIAN RESERVATION

THE COMMUNITY EDUCATION DEPARTMENT

THE BUREAU OF INDIAN AFFAIRS (BIA)

Richard F. Tonigan

RICHARD F. TONIGAN
EDUCATIONAL CONSULTANT

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INTRODUCTION

GILA CROSSING DAY SCHOOL

Gila Crossing Day School, a Bureau of Indian Affairs administered school, is located in the northern and western portion (most generally referred to the "West End") of the Gila Crossing Indian Reservation. Gila Crossing is a small Indian community predominently inhabited by Pima Indians. The majority of the children who attend the school come from Gila Crossing. Some, however, also come from the north western most part of the Reservation (District 7) which is primarily inhabited by Maricopa Indians. English is commonly spoken by both the younger and the older generations in the "West End"; the use of Indian languages is seemingly limited to the aged of both Tribes.

The Gila Crossing Day School has an irregularly shaped enrollment district and contains an area of about 100 to 200 square miles (a relatively small school district). Most of the school's 96 families live within a few miles of the school. Perhaps as many as 20 or so families have homes 8 to 15 miles away. The district is in a low income area with correspondingly high unemployment rates, but with access to Phoenix, an employment center, about a 10-20 minute drive to the north. The focal center and more populous section of the Reservation is 10 to 20 miles to the south at Sacaton.

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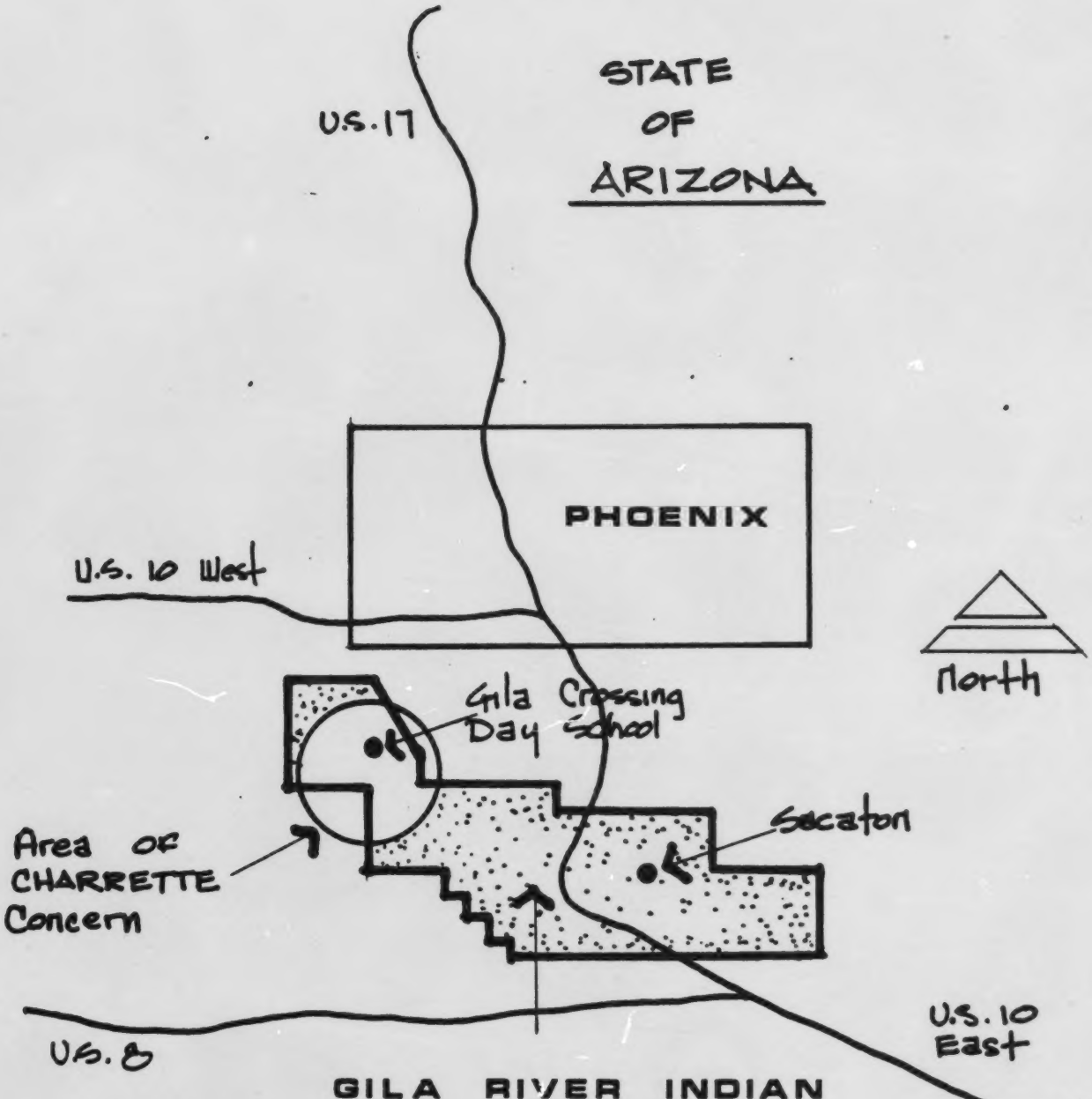
LOCATION MAP



SCHOOL BOARD ACTION

During the winter of the 1974-75 school year, the Gila Crossing Day School Bureau of Indian Affairs (BIA) Advisory School Board decided it needed to explore in-depth the governance of the Gila Crossing Day School. The Board wanted to determine if it could find a better overall educational managerial method than the combination of the BIA and an Advisory School Board made up of all local Indians. The Board and the communities it represents knew the advantages and the disadvantages of the present form of governing the Gila Crossing Day School, but Board members, and most other citizens of the school's communities knew frightfully little about the other forms of educational governance which they might elect to use to manage the Gila Crossing Day School, including the public school process, the BIA "contract school" process, the mission school process and the independent school process.

Members of the Board were wondering if school attendance would improve if the school were managed by an alternative method. They felt that more local control might improve the educational setting made available to the children of the Gila Crossing Day School and its graduates attending public, private or BIA schools. Local parents and other adults were deliberating, "How could they, the adults of the school district, make the school experiences of their children happier and more enriching?" "How could they reduce the dropout rate?" "Increase the success rate?" Many people in the community wondered about the efforts that might be undertaken to utilize local human resources to bring about an improved curriculum, to more carefully select faculty and staff, to expand school

services and to stimulate children to model the leadership efforts of their parents and other adults whom they observed filling civic and social roles. The overall question of the Charrette included the concepts of Indian self-determination, the improvement of conditions which would foster self-respect and the placing of further responsibility on local people, possessing the time, talent and interest in both human and physical human development.

Finally, the Board frequently observed that other parts of their Reservation and non-Reservation worlds were improving faster than the "West End", the Gila Crossing Day School District. The School Board could clearly see that they needed to do something which would have major consequences toward improving the social and economic log of the Gila Crossing Day School children. Since the Board, an "Advisory Board", is legally unable to make any decisions which might have major consequences, the Board decided to examine the alternate forms of governance which they could embrace to give them extensive decision making power. Their goal was clear. The Board needed to be able to lead the community in finding a form of educational governance which would make it possible for the local community to legally make major education decisions, and thus, as a positive step an Educational Planning Charrette was commissioned for May, 1975.

THE CHARRETTE PROCESS

The Gila Crossing Day School BIA Advisory School Board elected to use the Charrette process to study its educational governance problem because a Charrette would:

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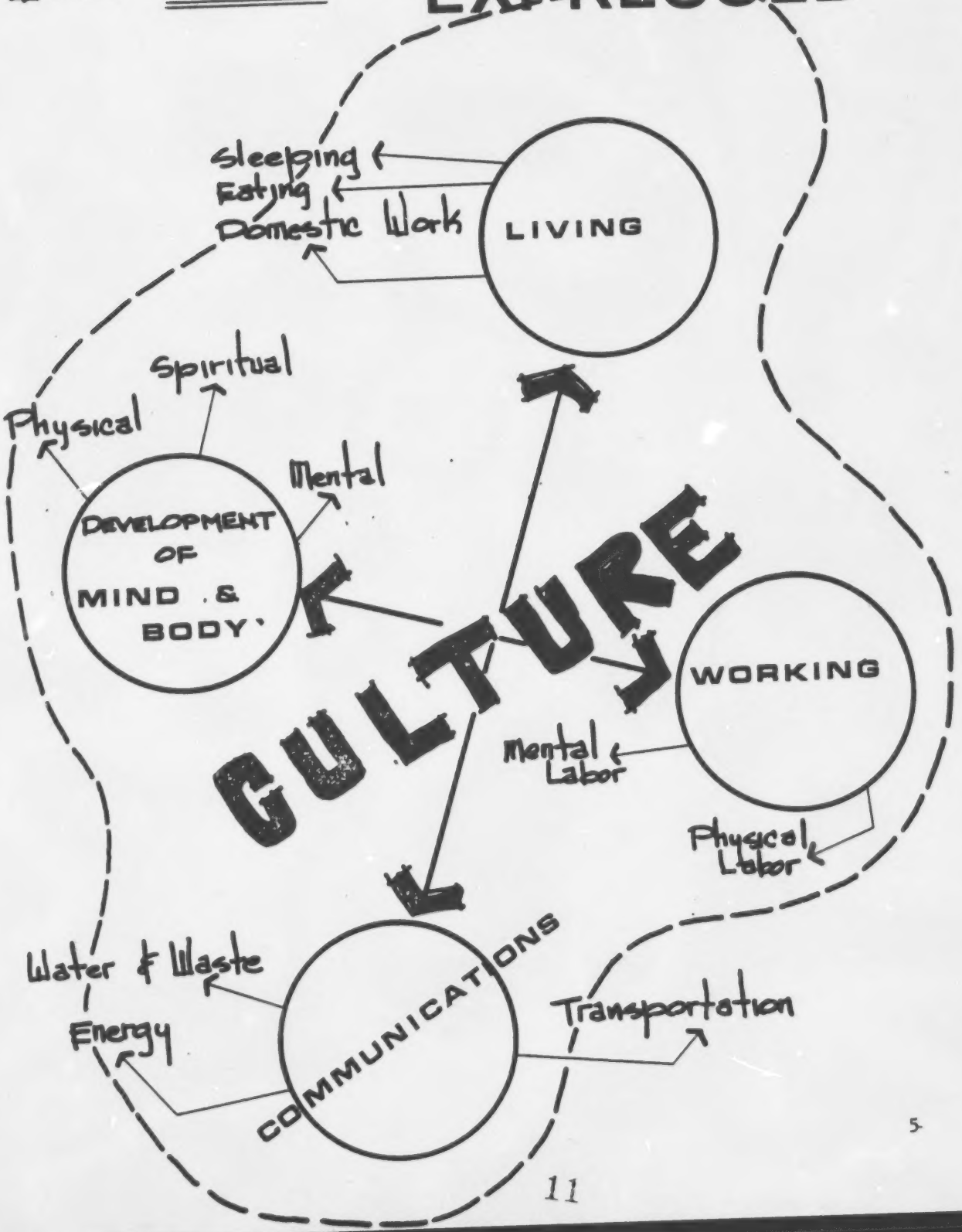
WAYS CULTURE IS EXPRESSED



1. Attract and involve a large number of local citizens to work with the Board, both in planning the Charrette and in participating in the Charrette, i.e. in the study of the problem.

2. Compact into a few days community deliberations which ordinarily might take months to years to accomplish.

3. Impact considerable off-Reservation Indian and non-Indian technical advice and assistance on the examination of feasible alternate forms of educational governance.

4. Concentrate the community's resources on a serious problem confronting the communities serviced by the Gila Crossing Day School.

Although none of the members of the Advisory School Board had ever participated in a Charrette, the Board did know that a neighboring community, Casa Blanca, had successfully used the Charrette process a few years previously in its successful effort to obtain a new elementary school. The same educational consultant who had assisted Casa Blanca with its Charrette was commissioned to aid Gila Crossing Day School with a Charrette. A Charrette Preparation Committee was appointed by the Gila Crossing Day School BIA Advisory School Board and charged with the responsibility of conducting a Charrette which would focus on the above mentioned educational governance problem.

THE EDUCATIONAL CONSULTANT

Richard F. Tonigan and Associates, Ltd. is an educational consulting firm headquartered in Albuquerque, New Mexico where Dr. Tonigan, President of the firm, is a Professor of Education at the University of New Mexico. June P. Tonigan, Vice-President and Secretary, is the other principal in the firm; she directs the office operation and frequently works with Dr. Tonigan in field operations (as she did with the Gila Crossing Day School Charrette).

This firm is the only group in the Southwest helping communities to conduct educational planning and educational facility Charrettes as a unique, citizen involvement approach to the analysis and resolution of major social and educational problems.

Dr. Tonigan, schooled in the use of Charrettes by the U.S. Office of Education in 1969-70, has conducted Charrettes at Casa Blanca, Arizona; Albuquerque, New Mexico; Ganado, Arizona and Lawrence, Kansas (The Haskell Indian Junior College). Ms. Tonigan, having extensive experience working with community groups, especially those concerned with women, children and senior citizens, has assisted with all but one of these Charrettes.

Other clients of the Tonigan organization have included public school districts, colleges and universities, federal and state agencies and foreign countries. For the last several years, Dr. Tonigan has been a general educational consultant to both the government of Brazil and the Navajo Tribe. At the present time, he is directing Master Planning Studies for the improvement and expansion of two public community colleges for the University of New Mexico. The Tonigan firm has been assisting several BIA "contract schools" with management and educational problems. The firm has just completed the annual evaluation of two "contract schools", the Rough Rock Demonstration School and the Rock Point School, both located in northern Arizona.

PRE-CHARRETTE ACTIVITY

ADMINISTERING THE CHARRETTE

The Advisory School Board, with the approval of the BIA and the Gila Crossing Indian Reservation Tribal Government, appointed a Charrette Preparation Committee to arrange and supervise the Charrette. The Charrette Preparation Committee, through the Gila Crossing Community Education Department, and with funds made available by the Tribal Government and the BIA, commissioned Dr. Richard F. Tonigan, Educational Consultant of Albuquerque, New Mexico, to assist the Charrette Preparation Committee members with the planning and implementation of the Gila Crossing Day School Charrette.

The Committee, in meetings conducted from February through early May, (working with the Educational Consultant at most of the meetings) prepared itself and the school district for the pending Charrette. Members of the Committee broadly represented the community and included:

...two elected Advisory School Board members,
...several citizens,
...two high school students,
...the Gila Crossing Day School Principal (a BIA employee),
...an educator from a nearby parochial school (St. John's),
...two educators from the Tribal Community Education Department (BIA employees), and
...two locally elected representatives of the Reservation-wide Tribal Council.

The Charrette Preparation Committee planned and administered the Charrette. Their official duties ended with the presentation of this Final

Report to the Advisory School Board, the Tribe, and the BIA. The Charrette Preparation Committee performed superbly in fulfilling its assigned tasks.

THE CHARRETTE IN FOUR PHASES

The Charrette was planned as a four phase operation:

Phase I: Pre-Charrette Planning (February-May)
Phase II: Pre-Charrette Data Collection & Analysis (April-May)
Phase III: The Charrette Meetings (May)
Phase IV: Post-Charrette Activity (June-October)

All four phases were conducted on time and within budget; all phases except Phase IV involved considerable local initiative and participation.

Phase I consisted of activities such as formalizing the structure, the duties, membership and operation of the Charrette Preparation Committee; arranging for an educational planner familiar with planning and conducting Charrettes and succesful in working with Indian people and "contract schools"; making local arrangement plans; and developing and conducting programs to stimulate citizen participation in the Charrette.

Phase II involved locating and compiling technical research data and information for use during the Charrette in May. Community related data and information were compiled concerning such items as transportation, demographic, educational, socioeconomic, geographic and institutional characteristics of both the Reservation and nearby off-Reservation areas. This work was performed by members of the Gila Crossing Community Education Department and staff members of the Educational Consultant's support team. (See Appendix "A")

Phase III was the "heart" of all four Phases. This was the three

day period during which lay citizens heavily participated in the meetings of the Charrette. The activities of Phase III are more extensively discussed in the next major section of this Report.

Phase IV involved the preparation and submission of the Final Report. Two hundred copies of the Report have been reproduced and distributed to the Gila Crossing Indian Reservation Tribal Government, to the Bureau of Indian Affairs, to the Gila Crossing Day School Advisory School Board, to the Charrette Preparation Committee and to others. In addition, the Gila Crossing Advisory School Board was provided with the original copies of several supplemental materials to the Final Report.

THE CHARRETTE

THE CHARRETTE CONCEPT DEFINED

This was an "educational planning and educational facilities planning Charrette". In essence, it was a workshop, a concentrated three day and evening community workshop. It enabled the people of the Gila Crossing Day School communities to quickly and seriously examine why, or why not, they should try a new system of governing the schooling of their children. It intensively interacted experienced, professional planners from many specialities and disciplines with the official and lay members of the communities. The Charrette also helped the citizens of the Gila Crossing Day School district to clarify what the district might need in the way of school community facilities. The worth, nature, composition and processes of education were discussed, openly and plainly.

THE CHARRETTE PARTICIPANTS

Many of the participants of the Gila Crossing Day School Educational Planning Charrette "signed in". An analysis of their names developed the following participation information:

Number	Background/Employment/Etc.
15	Architects (from Arizona, New Mexico & Colorado)
8	Educational Leaders (from Texas, Arizona & New Mexico)
5	Lawyers, Legislators and other Specialists in Indian Law, business management, etc.(from Arizona & Washington)
10	Officials of State, Federal, Tribal Governmental Agencies (including the Bureau of Indian Affairs, the Gila Crossing Indian Reservation, the Arizona State Legislature, and the Navajo Tribe)
5	School Board Members, parent organizations, etc. (from the "West End")
10	Students (from all levels of education)
76	Lay citizens (Gila Crossing and 7th District Communities)

Since there were only 96 homes in the Gila Crossing Day School district, the attendance of 91 Reservation people showed good representation and intense local involvement. Adults were encouraged to participate through a variety of communicative techniques, including free lunches and dinners, free drawings for food packages and invitational letters sent to the homes. (See Appendix "B") Sufficient technical personnel were involved in every session of the Charrette to permit very small group discussions, to permit citizens to exchange discussion with various technicians on a one-to-one basis whenever desired, and to permit a quick professional assessment of many conditions. (See Appendix "C")

Several prominent Indian leaders actively participated in the Gila Crossing Day School Charrette. These included the Governor of the Gila Crossing Indian Reservation, Governor and Mrs. Alexander Lewis; the Chairman of the Gila Crossing Day School Advisory School Board, Mr. Stanley Parker; the designer of the nearby Charrette planned elementary school, Mr. Dennis Numkena, an Indian architect; Mr. Daniel Webb, Chairman of the earlier Charrette Planning Committee in the neighboring community of Casa Blanca; Mr. Kendall Cummins, BIA Superintendent of the Pima Agency; Mr. Al Joseph, Director of the Gila Crossing Community Department of Education; Representative Ben Hanley, member of the Arizona Legislature (and Minority Whip); Mr. Dillon Platero, Director of the Navajo Division of Education (formerly Director of the well known Navajo "contract school", Rough Rock Demonstration School); and, Ms. Ethelou Yazzie, Director of the Rough Rock Demonstration School.

Non-Indians included many key educators, architects and lawyers who have demonstrated a sincere interest in providing technical assistance to

Indian groups who are examining and implementing self-determination efforts. Many of these professionals had earlier worked with the Tonigans on other planning projects.

FINANCES

A little over twenty thousand dollars ($20,000) was made available by the Bureau of Indian Affairs and the Gila Crossing Indian Reservation Tribal Government (with the Tribe's contribution being a little in excess of half of the total). In addition, both of the above organizations, and others of the Tribe, contributed manpower, office and food supplies, transportation and other items to support the Charrette's undertaking. All in all, the total cost, direct and indirect, of the Charrette approximated $30,000.

THE CHARRETTE COMMUNITY SCHOOL MEETINGS

Three days were devoted to Charrette community school meetings. The general approach to each day's activities was similar, but content varied. The meetings opened on the first day with discussions of philosophical questions, moved into more specific questions by evening, and from the second day on became very specific and directly related to community decision making on educational questions of deep concern to citizens of the "West End" of the Reservation. Starting with the second morning, three Charrette "Planning Teams" began to present interim reports on the interpretations of what they had learned so far: 1) from making on site visits to various areas and operations on the Reservation, 2) from the data which had been assembled, primarily for their usage, prior to the opening of the Charrette meetings and, 3) from the Charrette discussions being held almost continuously each day and evening.

Charrette discussions were held during and after several formal presentations as well as during periods of time when discussion leaders, both local persons and off-Reservation technical personnel were designated to lead citizen groups through thoughtful "home based" interactions on what they thought was best, or preferred, for the benefit of "West End" children. About 15 such discussion sessions were held during the three Charrette meeting days, sometimes with the same 20 to 50 persons present (and sometimes with almost a totally new group of citizens).

To stimulate attendance, free meals were served during the lunch and dinner hours. In addition, free drawings were held each morning, afternoon and evening of each day to distribute five pound hams, ten pound sacks of flour and sugar and containers of two or three pounds of coffee. Both of these activities created interest, informal discussions among strangers, family (extended) reunions, rest breaks, and even a little excitement over who would win each of the thirty drawings.

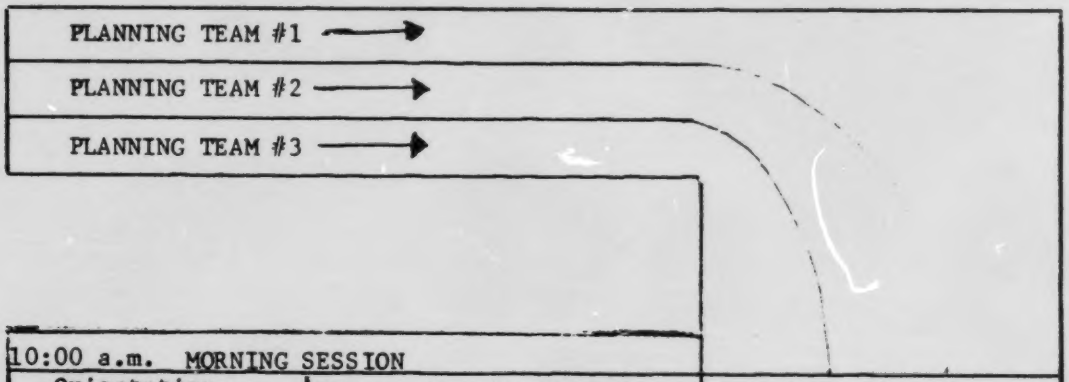
The three Planning Teams were an essential ingredient in the Charrette. They helped immensely to jell the thoughts and feelings expressed by the participants and the speakers. Team members utilized their professional experiences and training, the interactions and presentations of the people at the meetings and their on site observations to conceptualize graphical representations of the central issues of the Charrette deliberations. These graphics, multi colored, super scaled and cleverly drawn, served a number of useful purposes. For example, they were retained and and kept posted in the Charrette meeting room so that all participants

who had to leave the Charrette to go to work, to pick up children at school, to feed their families, and so forth, could always return to the Charrette sessions and quickly update themselves on, "What happened while I was gone?" The entire set of graphics was retained following the Charrette to provide useful background information for this Report and for later review at additional community meetings to be conducted during the 1975-76 school year by the Advisory School Board. The graphics most of all, however, were helpful in jelling the definition of the problem being discussed and to clearly depict the alternate solutions being defined.

Each Planning Team contained 7-10 members. One to three architects and an architectural student formed the base of each Team; lay citizens, students, educators, and other specialists completed the membership. Teams were charged with developing graphical solutions, with summarizing what they heard and saw, and with participating in discussions in order to help clarify understandings and questions, but to avoid dominating community discussions, or trying to control or unduly influence social or economic attitudes and expressions of school district citizens.

The setting for the meetings should be depicted. All of the Charrette sessions were held in the gymnasium of the Gila Crossing Day School where all of the graphics were continuously posted and where every participant was visible to everyone else (there was no backroom wheeling and dealing). The Planning Team's work stations were scattered around the gymnasium to promote interaction with lay participants and competition between the Teams. (A one page chart of the pre-planned, day-by-day format for the Charrette meetings appears on the next page). Although followed in principal, it was adjusted at times to permit good discussions, etc.

THE CHARRETTE MEETINGS



THURSDAY May 8	FRIDAY May 9	SATURDAY May 10
10:00 a.m. MORNING SESSION		
Orientation (On site visits by Planning Teams) Discussions: "Should Indian Education be Designed for White Man's Society or for Reservation Life?"	Discussion: "K-5, K-6, K-8, K-12, or what grade level groupings?" Planning Team Preliminary Presentations Discussion: "Who Should Administer Education to Gila Crossing Youth?"	Legal Ramifications of "Contract Schools" Final Interactions Between Citizens and Final Presentation Developers
12:00	L U N C H	
1:30 p.m. AFTERNOON SESSION		
(Continuing of Morning Discussions) (Continuing of On Site Visits)	Discussions: "Options: BIA School, Public School or "Contract School?" "What should the educational program for Gila Crossing contain?"	Finalize Graphic Materials Final Planning Team Presentations Concluding Discussion
5:00 p.m.	D I N N E R	(Held Open In Event Of A Delayed Ending)
7:00 p.m. EVENING SESSION		
Discussion: "What Learning Problems Confront Gila Crossing Youth?"	Planning Team Semi Final Presentations Discussion on Presentations	

Numerous photos and slides were taken at the meetings by members of the Consultant's staff and they are being supplied with this Final Report to the Advisory School Board for later use and display.

In an effort to capture the true flavor of these meetings, the next section of the Report contains abstracted notes from the three days of meetings. Then a "Conclusion" section is presented to finalize the question, "What were the results of the Gila Crossing Day School Educational Planning Charrette?"

ABSTRACTED NOTES FROM THE CHARRETTE MEETINGS

Meeting of May 8, 1975; 10:00 a.m.

1. The Indian's heritage must be retained and stressed, but the Pimas and Maricopas attending the Gila Crossing Day School must also be able to compete actively with the "outside world" for work. To survive they need to be equipped to deal with off-Reservation societies.

2. Was it generally felt that children could live in both worlds? It was stressed that the Indian family attempted to develop its childrens' attitudes favorably in respect to both Indian and non-Indian societies.

3. One participant said that the schools which were operated on the Reservation determine most Pima childrens' futures, and that educators traditionally short changed local Indian students because teachers and administrators did not academically and socially challange them.

4. Parents on the Reservation need to be stimulated to encourage their children to pursue higher goals, and thus, there should be a wide variety of the involvement of parents in local schools.

5. It was pointed out by another participant that "parents do not seem interested", because, "they are not involved." The school's "leave the education of your child to us" attitude has usurped parental involvement.

6. One parent said that Indian teachers from the Pima and Maricopa Tribes are needed in the schools.

7. It was brought out that housing and urban development (HUD) building activities have provided the housing for more Indians in the school

district but that HUD funds do not provide for educational requirements caused by the added families, most of whom are urban. Indians with a different set of needs.

8. Housing is always a controversial item here because the houses built by HUD are placed too close to each other to allow the Indians their traditional culture.

9. Due to increased housing, an enrollment burden has been placed on the present school.

10. Headstart, with four year old children, now fills two classes of twenty-five students each. This will, no doubt, double the number of Indian children enrolled in the school's 1975-76 kindergarten.

11. The audience estimated that the average age of marriage in the "West End" was 16 to 17 years of age, and that the average family size was six members.

12. Busing problems could become worse with HUD's usage of the Indian-desired "scattered housing concept". Children would be housed further from the school and from each other. BIA needs to plan now to have an adequate number of buses available.

13. The question was raised, "If a high school were built, what should it provide?" Some responses were:

    a. continuing education
    b. total family to add support to students
    c. a career center
    d. a cultural activity space
    e. a recreational space
    f. bus service

Meeting of May 8, 1975; 1:30 p.m.

1. There has been little vandalism but community-used schools would lessen, not worsen conditions.

2. Pima people should be involved if real changes are going to take place. Indians can do as well as any other group. Indians have been too dependent upon the U.S. Government.

3. Most Indian aides in the school have been helpers, e.g. clerical workers and teacher aides; they have not taught cultural or educational classes. As a whole, the curriculum was not set up for the Pima Indians. No Pima material is used, though there is quite an adequate Pima Indian research center just down the road which can make classroom materials readily available.

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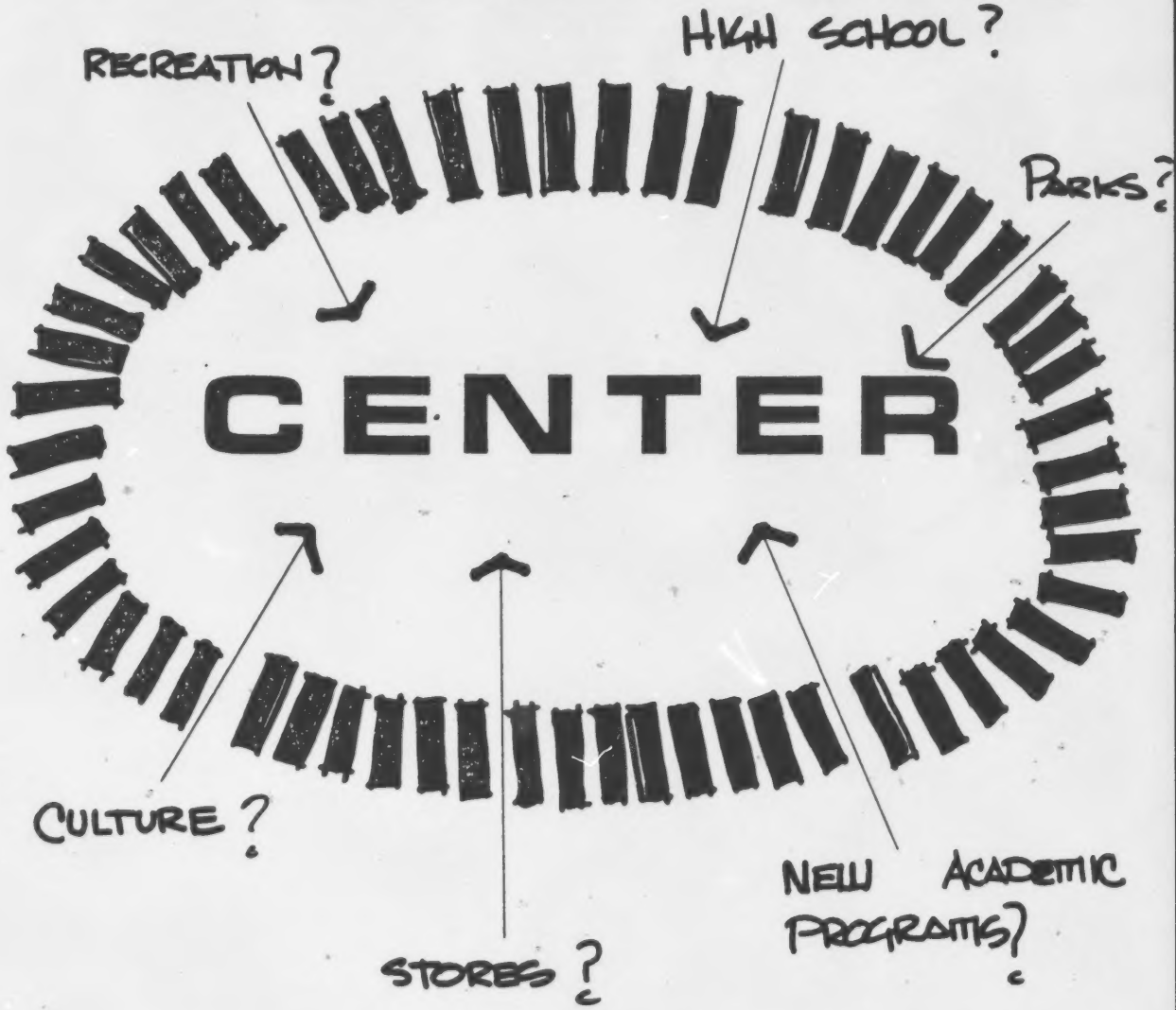
SHOULD THE GILA CROSSING COMMUNITY BUILD A CENTER THAT WOULD CONTAIN FACILITIES REQUIRED TO SOLVE MANY OF THEIR PROBLEMS?



4. It was suggested that the school could use local people to secure resource material and to function as support personnel in the classrooms.

5. The school's principal said that teachers were only slightly motivated and that there were weekly staff meetings, but that there has been a lack of leadership.

6. Parents should be used to motivate teachers to utilize and respect the Pima culture.

7. The question was raised, "Whose efforts should secure community involvement?"

8. A BIA employee said that the BIA Materials Center has information regarding Indian history and culture for all schools to use.

9. Again, it was stated that local residents, particularly older residents, could be used in school functions as activity group leaders.

10. The question was raised, "What can a school do to stimulate more parent participation?"

11. Mr. Kendall Cummins, the BIA Sacaton Agency Superintendent, asked for time to make a few remarks:

    a) Education with Indians is now a different ball game; the self-determination policy is real.
    b) Indians have to make their own decisions as to schooling. Contracting is going to become more simple to handle; the public school system method could be more difficult.
    c) "You can convert your elementary system (to a "contract school") easily, but a high school is not so easy because of the additional funding requirements."
    d) There is no long range (educational) planning for the "West End" of the Reservation and this should be accomplished soon.
    e) There is a request in for new construction, but the Tribe must identify the type of facility they wish and the program/programs to be performed.

12. The audience noted that a senior citizens program should be included in the program.

13. Gila Crossing Day School should include, along with a senior citizens program, the needed facilities of ramps, appropriate doors, toilet facilities, water fountains, etc. for handicapped persons, young and old.

14. When the program and the new facility is planned, the special needs of the elderly and of the children must be considered.

15. It was pointed out by a member of the audience, "The Girl Scouts have gone out to visit elderly citizens on special holidays with special projects and they have been much appreciated."

16. Schools should be built as community centers.

17. A music curriculum is important, and is needed in the school. (Also traditional dances)

18. "Things like music and dance should be brought into the curriculum early to help fight dropout; the biggest dropout occurs in the 5th grade."

19. "When building facilities", one member said, "be sure that adequate space for future plans are included; adequate acreage for additions and for recreation is very necessary."

20. Headstart and day care programs should be incorporated in program and facility planning.

21. The position of the Tribe, when it comes to establishing funding priorities, is that economic development gets the top priority and education is rated second priority. "Is this right."

22. One participant mentioned that the private industries which are located on the Reservation should, perhaps, be asked to help the Tribal Council provide and pay for education.

23. Some raised the question, "Should the Charrette counsel the Tribal Council to put education on their top priority list?"

24. Again, it was stressed that additional recreation facilities are needed for people living in the "West End" area of the Reservation.

25. A comment from the audience, "The Tribal committees, and other dignataries, do not seem to listen to the average, local person when he speaks out."

Meeting of May 8, 1975; 7:00 p.m.

1. "Is there a provision for young married couples to go to school instead of dropping out?" One member in the audience said, however, that she had not found this to be a problem as those who wanted to continue school did so.

2. One parent observed, "Community children now seemed harder to control; perhaps a fuller recreational program is needed to keep them busy."

3. In regards to the use of the Pima language, it was understood that the Indian language was spoken daily by the older people, but that it was not taught in the school by the BIA because some parents might not like it.

4. One member in the audience said that when he went to school at six years of age he spoke only Pima, but that now children go to school at three years of age and speak only English. "Parents feel that their children and they cannot communicate effectively."

5. Several parents spoke out for the inclusion of the Pima language in the school program; others did not think it important. "Do all have to think alike?" "Can language instruction be provided for some, but not all?"

6. It was then generally agreed that teachers who speak Pima should be encouraged to use and teach it in school.

7. A member of the panel brought out that double teaching (using two languages) brought out better achievement, plus improved self-confidence by children.

8. One grandmother in the audience said that her grandchild, when transferring to a public school, found herself one-half year academically behind the other students.

9. The principal of the school said that children who are behind in their studies are always moved along because of the BIA grading policy.

10. One parent thought that the Indian children had a difficult time mixing with the public school white children (at the Laveen school where 7th and 8th graders attend off-the-Reservation public schools).

11. "The Indian children do not feel that they can compete in sports; they do not have the appropriate clothes."

12. One older Indian said that he can remember sitting around at night and listening to the older people repeat folklore stories of the past, but that when he asked about them he was told, "In the old days, they were (stories) which were only told at night because the skies would fall down if the tales were told during the day."

13. The term "dropout" was discussed. "Society penalizes youngsters by using that term. Many children quit school for various reasons. 'Dropout' means that he could not make the grade or school year academically."

14. It was brought out that approximately 75 per cent of the Indian youngsters quit going to school at about age 16.

15. Reasons for quitting included: "inadequate clothing", "too dumb", "can't learn", etc.

16. It was brought out that, "Although youngsters quit school, they often do not leave their Reservation homes."

17. "Transportation by bus to schools has been on too tight a schedule." (It was noted that the new budget of the school includes a new bus with improved scheduling.)

18. "Laveen public schools will not provide bus service for our children since the 'West End' is not located within the Laveen public school district."

19. A grandmother in the audience said she had to get up at 5:00 a.m. every school day to get her grandson fed and to the school bus on time, and then watch to see that he did board the bus. This brought out much audience discussion on how it is up to the parents and grandparents to get their children to school, to wake them up to get to school, and to want to instill in their children the need for education.

20. At this time, it was mentioned by one parent, "It really takes a sacrifice by parents to get their kids into any kind of sports, or after school programs. Parents have to be willing and able to provide transportation, etc."

21. At this point, the Pima language was brought up again. One woman said, "After being in California and away from the Reservation for some time, I returned, and when I heard Pima spoken, it sounded so beautiful I cried."

22. It was noted that extra curricular involvement by Indians might be helpful. This means participation, participation means interest, and interest means keeping the youngsters in school.

23. It was then noted that there is too low a turnover rate among the non-Indian teaching staff of Gila Crossing Day School.

Meeting of May 9, 1975; 10:00 a.m. The audience was asked to form a discussion group; off-Reservation panelists were the following "contract school" experts: Dillon Platero, Wayne Holm, Bobo Dean and Ethelou Yazzie.

1. A discussion was held as to the advantages of Gila Crossing Day School adding the 6th, 7th, and 8th grades to its present grade level structure. One point was brought out by the audience, "Perhaps it was better for students to continue to mix ethnically with others (at the Laveen public school), it might not be good to add the upper grades at Gila Crossing, thus requiring the youngsters to attend an outside school and meeting various people for better adjustment and development."

2. Mr. Dillon Platero, Director of the Navajo Division of Education, explained the Rough Rock Demonstration School which started with

grades kindergarten through 6th, adding a junior high later and now it has a high school too. He stressed that the Rough Rock Demonstration School Board had full authority over all of its schools. Rough Rock Demonstration School is a "contract school". He brought out that an alternative high school was set up in Canoncito, the eastern most part of the Navajo Nation, for youngsters who had quit school. It operates in a converted jail house!

3. When the problems of drinking, smoking and drugs was discussed, it was agreed upon that no school is isolated from these social problems.

4. The question was asked, "How do you work or change attitudes of kids and the negative backgrounds of parents?" It was stressed that Indians do not always have to receive help, but that they are also able and capable of doing things.

5. The question was raised, "Should we keep the Pima children separated from non-Indians in their own school?" Some were in favor and others were not. No big reaction evolved.

6. Mr. Bobo Dean, a lawyer from Washington, D.C., brought out in the discussion that BIA's Washington located Education Division's reaction to the drug problems in the BIA schools was, "There are no problems." "BIA was there to deal with education." He pointed out that "contract schools" have a different philosophy than that. In "contract schools" there is more parental contact with the school and the students.

7. By learning and knowing the Pima language, 1)students (according to Navajos present) could better see Tribal leaders and elders functioning in roles as professionals, 2) that parent/student communication would be reinforced, 3) that the kinship and family relationship system is very important (in the Navajo culture), and 4) the biggest factor, that the children could see that their parents had control, not only of their schools and curriculum but of what they wanted to do and be.

8. It was brought out that parents could really encourage their youngsters to excel in an all Indian school.

At this time the architectural group gave a summary with the graphics they had developed from yesterday's events. The discussion group was then brought together again.

9. "Although there are three industrial parks in the Reservation, they have no real impact on the economy." "The Tribal marina is located in District 6." "The National Park is just outside and north of the District."

10. "Should Gila Crossing and other nearby communities have a commercial/educational endeavor as a solution to work out education together?"

11. Money to educate Gila Crossing Day School children should not be paid to Laveen, but be recycled within the Reservation. The tuition cost per student for youngsters to go to Laveen was discussed with a BIA employee giving an approximate figure of $600. per student.

12. Mr. Bobo Dean presented the legal alternatives of education. Up to 1965 education had to be gotten from mission, BIA or public schools. Now there is another way: that of "contracting" in order to allow the Indians more self-determination (as voted by the U.S. Government). He explained that the money comes from the Government, but that the local community would have control over all educational activity such as spending of money, selection and retention of school personnel, school board membership, curriculum content and methods, etc. He stressed that the Government has encouraged the "contract school" operation. P.L. 638 was explained and the audience was told that this law makes the choice of education a Tribal choice. Some necessary steps were cited, e.g. the Tribal Council has to make a formal resolution requesting a "contract school"; it has to present it to the BIA with a justification for going "contract"; the BIA has to, by law, assist the Tribes in this arrangement; under P.L. 638 the Tribe has an appeal to an Independent Board if the "contracting" is refused. P.L. 815 which can provide capital outlay funds for planning, construction, land and equipment was lightly touched upon by Mr. Bobo Dean. It was noted, however, that the "contract school" Board has, in the past, had to go on its own to Washington for these building funds; whereas, now P.L. 638 enables the local BIA to assist the Tribe in financing the planning of buildings and the equipping of educational facilities.

13. Mr. Burge of the Phoenix BIA Area Office said, "'Contract schools' will be handled on the same priority level as BIA schools." The priority time frame was explained thus: First year - Planning; Second Year - Design; Third Year - Construction. There are two types of rating items on the priority list. They are: 1) emergency, and 2) regular. Although the Phoenix Area Office does make priorities, it was stated by Mr. Burge, "In the end, everything goes to Washington where it is determined." He said that BIA has film strips to show to various Tribes the three kinds of schools available to them: 1) BIA schools, 2) public schools, and 3) "contract schools" and that these could be viewed with an explanation of the options by a BIA staff member.

Meeting of May 9, 1975; 1:00 p.m. After lunch was served the Charrette re-assembled to hear a presentation on "Arizona Public School Systems" by

Dr. Thomas H. Metos and Dr. Jackson Drake, both Professors of Education at Arizona State University. It proceeded as follows:

> Dr. Drake presented a film strip giving the various school locations and the various public school districts which the Gila River Crossing School might consider joining. They were also told how they could organize their own public school district in the "West End", in an area not currently designated a part of any public school district. Fact sheets were handed out to the audience and explained point by point on the ways to obtain the two above goals.
>
> Dr. Drake said there were 293 school districts in the State of Arizona and that all laws about Arizona education could be best understood by reading the Education Code in the Title 15 Book (could be secured from the Secretary of State). He stated that it typically cost about $1,000. in tuition per year per student to attend schools in another public school district. The group was encouraged to look at problems which surround the organizing of a new district such as buildings and new construction. It was suggested that the residences of students should be carefully mapped; it would be useful for establishing boundary lines (if a public school district were created) and for determining which existing district to join if that decision were made. Another option brought out by Dr. Drake was that the group could appeal to the county (Reorganization Committee) for a boundary change, and ask that they support a new public school district incorporating both and existing district and the "West End" area. All districting possibilities have implications for busing, financing, administration and staffing, and therefore, should be seriously and carefully considered. Mr. Bobo Dean brought out that in a public school system, attended by whites and Indians, that Indians do not have full control; unless boundaries are drawn to provide all Indian control for an all Indian attended public school.

Mr. Ben Hanley, a Navajo, State Representative and Minority Whip in the Arizona State Legislature, addressed the group making the following points after briefly discussing the background of his office:

> Financing of public schools on Reservations was discussed, and the fact that there were some real problems was emphasized. Mr. Hanley said that previously Indian children were bused off of their Reservations to school; now the Indians are emphasizing that they want their children to be educated close to their homes.
>
> He declared that the Pima and Maricopa people could make changes if they so desired. In doing so, Mr. Hanley presented two "pressure points" which could be used by the Gila Crossing Day School

communities. They were: 1) using county and regional officials and state legislators for support, and 2) bringing their needs to the attention of their elected State Representatives. He stated that he would support such a move for the Gila Crossing Day School communities if presented with their needs. It was also cited that they should petition their Ttibal Council for support by the way of the Tribal Education Committee. They should also go to the BIA and send letters to U.S. Congressmen. The BIA Education Steering Committee should also be involved. Finally, it was stressed that constant work, interest and time had to be exerted, but that it would be worth it, and that the people should have the control of their own schools.

In a general discussion which followed, the group was informed that the Gila Crossing Tribe had seventeen Tribal Council Members and an Education Committee. It was also learned that Blackwater School, located in the southeastern portion of the Reservation did go "contract" in 1966 and that some Gila Crossing residents should go over there, talk with their Board Members and observe the school in operation. Mr. Cummins said that Blackwater was completely independent although financed and serviced by the BIA.* He also brought out that the Gila Crossing Day School could request transition period aid from the BIA if it goes from its present BIA status to "contract school" status. It was pointed out that BIA has to assist a school at all times while it is in transition from a BIA school to a fully functioning "contract school". It was brought out that Tribes are permitted to take over BIA schools on a phase-by-phase basis over a number of years. Components that may be phased include school administration, food services, dormitory, bus service, plant management, business services, and so forth.

The group was asked what the philosophy of "West End's" "contract school" should be, and that whatever it was, would it be possible to carry

*Comparatively speaking, the Blackwater Contract School operates much less independently than most of the other Indian controlled "contract schools". Blackwater Contract School depends on its BIA Agency Office for numerous support services. Ed.

out that philosophy with BIA funding. Parent involvement and input would be most important. Some questions were raised, e.g. "Would teachers' fringe benefits be adequate?" "Can present BIA employees who become "contract school" employees maintain insurance, retirement, and other benefits on a basis equal to Civil Service?" It was explained that all personnel matters would be decided by a locally elected, Indian controlled school board, and that teachers could have benefits equal to BIA, and that insurance and retirement should not be less than those of a BIA run school. It would be the school board's responsibility to contract with BIA for a budget allocation adequate to provide benefits equal to those of BIA personnel. A series of schematic drawings was presented to help clarify this problem. The schematics covered such items as:

1) Educational development
2) Economical development
3) Free education
4) Vehicles
5) Community Center

A group participant brought out that perhaps the reduced attendance at this particular Charrette meeting was an indication that local Indian people did not feel comfortable discussing the educational control matter in this "BIA" school building atmosphere.

It was reported that Gila Crossing has seventeen special education youngsters who should be included in any new program of education, and that there were 178 children in grades 9 through 12 (with 74 being freshman) needing programs and facilities. Out of this student population, 52 of the 74 chose to live away from home to go to school in 1974-75; they did not want to attend a public high school in Phoenix, and educational experience that many Gila Crossing Reservation children complain about disparagingly.

AN EDUCATIONAL SYSTEM IS A METHOD FOR TRANSMITTING THOSE VALUES WHICH ARE IMPORTANT TO THE CULTURE (HIGSTORY, TRADITIONS, LANGUAGE AND ENVIRONMENT

	CULTURE NO. 1	CULTURE NO. 2
HISTORY	Anthropology Legend Contemporary	Recorded Facts & Interpretations
LANGUAGE	Verbal-Pima, Maricopa, Papago Sign - Pima, Maricopa, Papago Abstract - Pima, Maricopa, Papago	Verbal - English, Spanish, etc. Written- English, Spanish, etc. Abstract - Signs, technology, monetary
TRADITION	Economic - Stable (agriculture to sedentary) Craft - Individualized products Culture(Social) - Attitudes, traits, rites of passage, stability, music, dance Religious - Pantheistic & Unified	Economic-Mobile civilization/infinite resources Industrial - Mass production Culture - social mobility/dissolution of rites Religious - Monotheistic/fragmented
ENVIRONMENT	Man and Nature	Man Nature Technology (mechanical)

Meeting of May 9, 1975; 7:30 p.m. Planning Teams started the evening program by presenting and explaining their semifinal graphics. And then, Ms. Ethelou Yazzie, Director of the Rough Rock Demonstration School, a Navajo "contract school", addressed the group using an open discussion format.

> First, she stressed the importance of their making the essential decisions about education; after all, they were dealing with their own children. She explained to some degree the philosophy and operation of the Rough Rock Demonstration School. She added that the school was working for the Indian people, and that Indian language development was found to be very important to the community. It was brought out that the Indian had been letting the white people do everything, but in the final analysis the fundamental problems of the community were left unsolved for the people of the community to then work on without money or training. She asked if there were Pima educators on the school staff; there were none. She stated that Indian teachers are needed to educate children about their own culture. She asked about legends, books, history and culture of the Pimas in the school; there was little. She stressed that the Rough Rock Demonstration School had six Indian school board members, responsible for programs, problems, policy and personnel. In other words, this school board was charged with the total responsibility for managing the school.

Dr. Wayne Holm, Director of the Rock Point School, another Navajo "contract school", then gave examples of community involvement. They included:

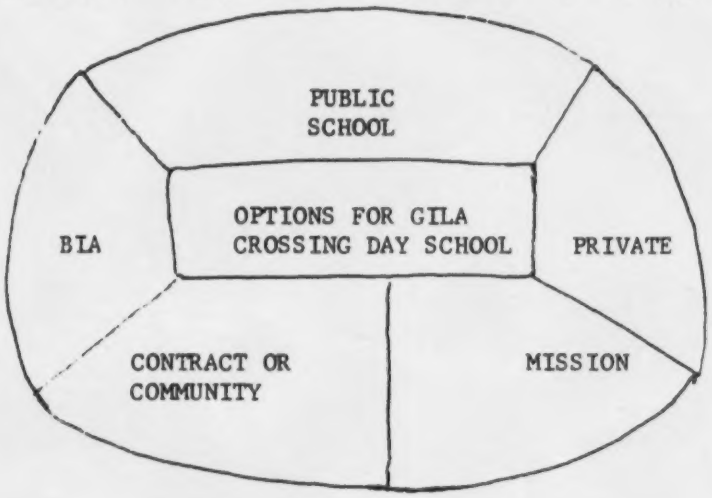
> His school board meets weekly. Members of the community work with the Rock Point School staffs and in their schools; parent-teacher conferences (preceeded by school prepared and served lunches) are held monthly in the school; classroom doors (with benches located nearby in the corridor) are open at all times for quiet parent observation; each year school board selected parent evaluation committees look at the housing and the educational programs and give their impressions and opinions to the school board. Community dinners are given at the school six times a year. Competition is held between schools on the Navajo Reservation in Indian songs and dances; they have "school's out" activities - activities after school hours; and the school board encourages Navajo aides to become teachers. At all times, the parents are made to feel welcome to observe and to participate in the school program. (It was brought out that ESEA, Title IV and the Bilingual Program financed Rock Point School's language arts program.)

QUESTIONS
1. Which attitudes and values should be included in the educational system? 2. What (and where) are existing conflicts? 3. Where do social and physical systems reinforce each other? 4. Which attitudes and values should be excluded from the school program? 5. How should information be communicated to the people? 6. How does one bridge gaps between values, attitudes, conflicts, etc.? 7. What is the structure of the decision making group in the Gila Crossing School District?

The question was presented to the group, "Are people here committed to change the control over their present educational program?" One person said, "Earlier there were young Indian students present at this Charrette but they were afraid to stand up and say something for fear of embarrassment." It was found out that some adults also felt that way. Again, it was stressed that the community had to listen and interact with its own members, and not only to listen to outsiders who come in and give opinions or suggestions.

"Perhaps the meetings to discuss this topic or question should be conducted in the Pima tongue so that it could be better understood (although English is considered the common language)." The question was raised, "Does the Advisory School Board want to invite an interpretor to be available at the rest of the discussions so those who wish can converse in Pima?" There were mixed reactions.

Meeting of May 10, 1975; 10:00 a.m. During this discussion, Joy Hanley, an Indian graduate student in education at Arizona State University, led the gathering, utilizing the following graph on the chalkboard:



She endeavored to explain all the pros and cons of the options of electing to operate one of the school systems contained in the preceeding diagram. She stressed that if Gila Crossing Day School did go "contract", the funding source for the school is the same (BIA) as it is for the present Gila Crossing Day School. "The BIA cannot reduce any school's budget if it decides to go 'contract'." An Indian school board reinforces the school in fulfilling its goals. She cited Borrego Pass (New Mexico) as a school which added grades as they progressed over a four year span into becoming a more complete "contract school". By going "contract", a school does not have to accept at one time all of the responsibilities of running a school. Additional responsibilities can be assumed as the "contract school" gains experience and permanent staff. Again, P.L. 638 was referred to for guidance. Ms. Hanley stressed that parents have to take positive steps to get what they really want for their children. The group was asked by Ms. Hanley what each parent thought schools were important for. Some of the answers were:

1) To increase the number of grades housed in Gila Crossing so that there would be less busing of children.
2) To involve parents in the school.
3) To provide more Indian teachers.
4) To incoporate the Pima language and culture into the school program.

Religious beliefs were discussed, and it was determined that because of Federal laws, "contract schools" do find more freedom in this direction, i.e. the school board would decide the policy on this question. After talking at some length, the group thought that the types of schools available and how each school would be administered should be explained in the Pima language. There was an interpretor available and she did do some translation of English into the Pima language. It was stressed that in order to get a change (if change was really wanted), it was the responsibility of the Gila Crossing Day School Board and the BIA to inform the local communities on this issue. It was also suggested that members of the concerned communities should visit Blackwater Contract School and other "contract schools" to observe and ask questions and to invite those groups to their school for information. They should visit the Blackwater School Board during a regular meeting and the homes serviced by the school for first hand information.

Again, it was brought out to the Charrette group that the BIA now says that it is up to the local Indian people to decide on the educational system they want to serve their children and that the BIA will support their choice.

Mr. Al Joseph, Director of the Gila Crossing Community Division of Education, was asked who really decides on the size of school budgets; he explained that each BIA or "contract" school submitted a budget to its local BIA agency and the amount of the budget was negotiated there.

During the time that the final graphics were displayed and explained, a question of the meaning of "referendum" was asked and the terminology was explained. An explanation was given on "incorporating" and "chartering". It was furthur announced that there were numerous planning grants available to help study and clarify the many questions that would come up if the school district did decide to become a "contract school".

Meeting of May 10, 1975; 1:00 p.m. The final graphic display was presented and discussed with many of the technical assistants and members of the Planning Teams taking part in the discussions with Reservation residents. Some of the graphics which are presented in this Report were abstracted from the presentations. All of the original documents have been preserved and are being turned over to the Gila Crossing Day School Advisory Board with the presentation of this Report.

CHARRETTE CONCLUSIONS

The Gila Crossing Day School BIA Advisory School Board, through the use of this Charrette, took a giant step in helping community people and the Board to greatly increase their understanding of the alternate ways of how the "West End's" educational program might: 1) best be self-governed, 2) be grade level grouped and, 3) consider housing all of the required school and community programs.

ALTERNATIVE FORMS OF GOVERNANCE

Several alternative forms of institutional governance were identified as being available to those legally responsible for managing the education of children living in the Gila Crossing Day School district, and these included:

1. Creating a new public school district in the "West End".
2. Joining with an existing, adjacent public school district(s).
3. Establishing a private school.
4. Creating a new parochial school.
5. Joining with an existing, nearby parochial school.
6. Continuing the present BIA control school.
7. Creating a BIA financed "contract school".

The establishment of a "contract school" seemed to gain the most support, and hence, a separate set of helpful informational documents are being provided to the Advisory School Board as a supplement to this Final Report. These documents contain copies of the presentations and research or data information papers, maps, etc. prepared by a member of this Charrette's technical personnel. The supplemental materials contain considerable

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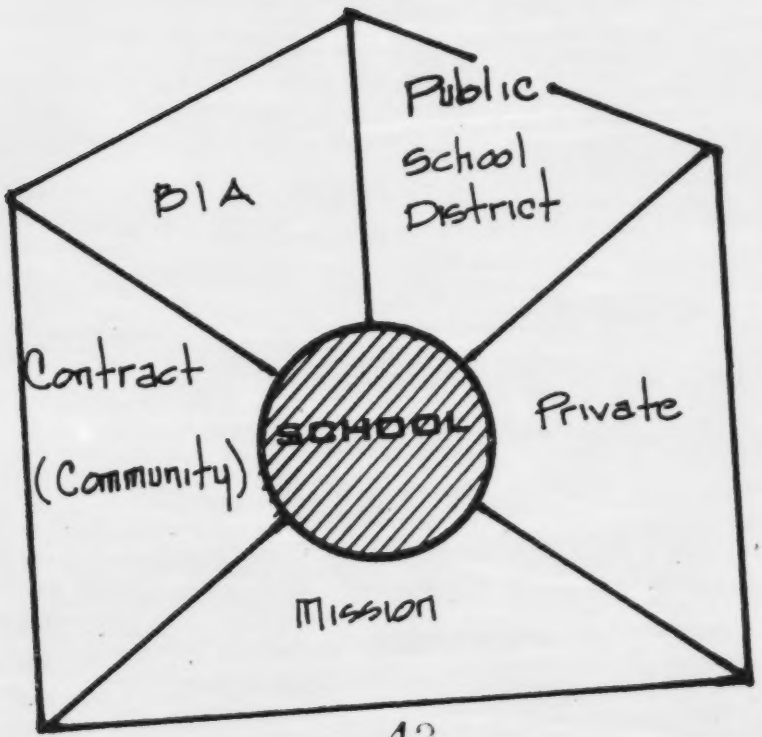
WHO SHOULD RUN THE SCHOOL



material which should prove to be good background information if the school goes "contract" or "public school".

The Indian Education Resources Bulletin (Vol. 3; July, 1975; No. 7; pp. 1-2) of the U.S. Department of the Interior (BIA) just published the following about "contract schools" and "public schools":

> Contract Schools
>
> In accordance with the Administration's policy of Indian self-determination, 13 schools are now operated by Indian communities with funding provided by the Federal Government under contracts with BIA. This option to control and direct their own schools has been available to Indian communities for several years, but the implementation of the Indian Self-Determination and Education Assistance Act, enacted January 4, 1975, is expected to make the option much more feasible.
>
> The Act also gives Indian parental committees veto authority concerning the use of funds provided through the BIA to public schools for programs for Indian students. These funds, affecting almost 100,000 Indian students in more than 480 school districts on or near Indian reservations, can be used for hiring Indian teacher aides, tutoring, special language programs or other purposes approved by the Indian parents.

EDUCATIONAL GROUPING

At the time of this Charrette, Gila Crossing Day School enrolled children only through the sixth grade. Children in all the intermediate and upper grades either attended a small, local parochial school, or were bused (grades 7-8) to a school in a nearby town located just north of the Reservation, and grades 9 through 12 were bused to a downtown Phoenix high school 10 to 20 miles off of the Reservation.

As the Charrette evolved, it was clear that community people much preferred to have all of their children, headstart through 12th grade, in schools on the Reservation with alternatives for those who wished to continue to

← ACTIONS NOW →

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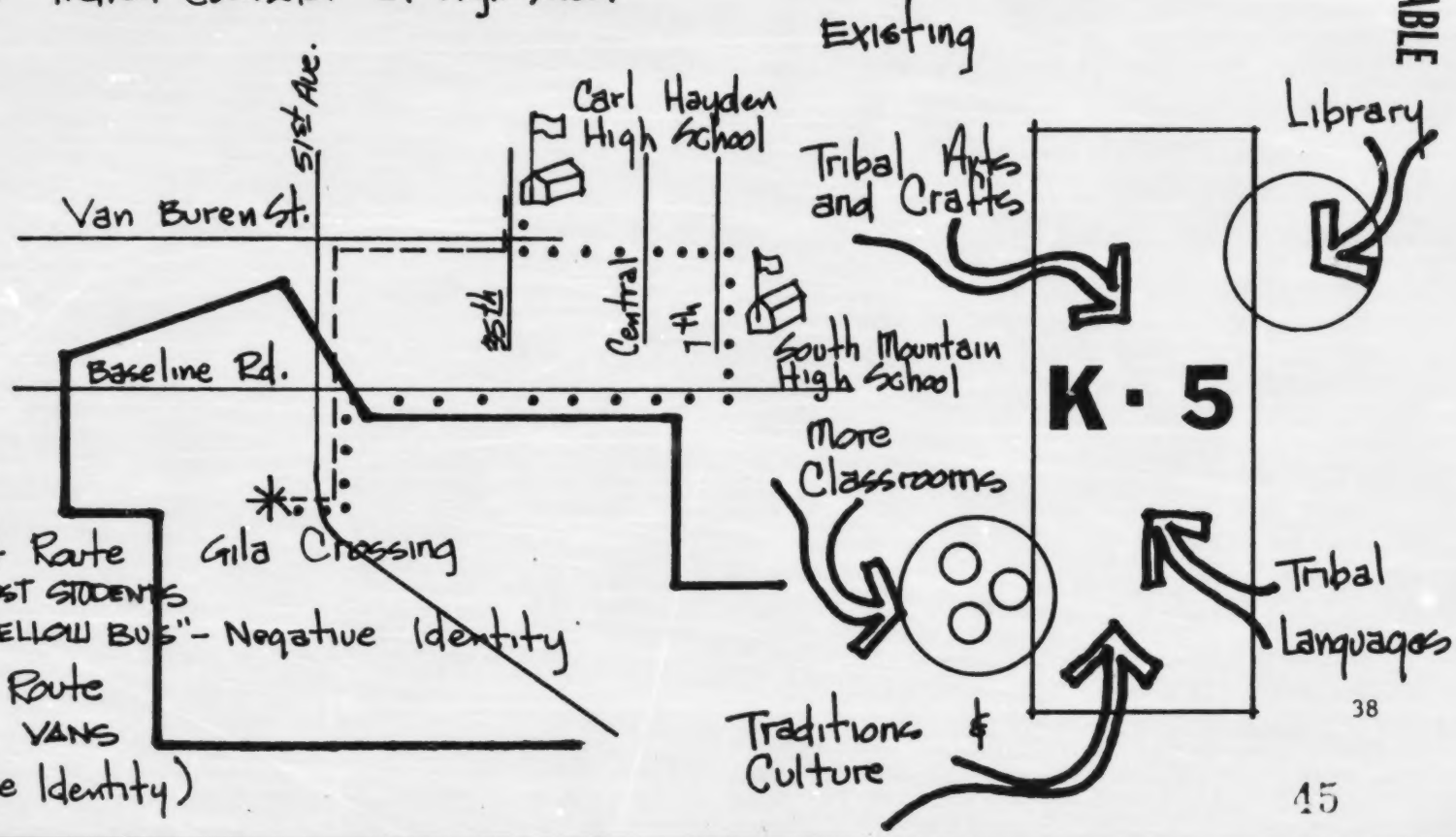
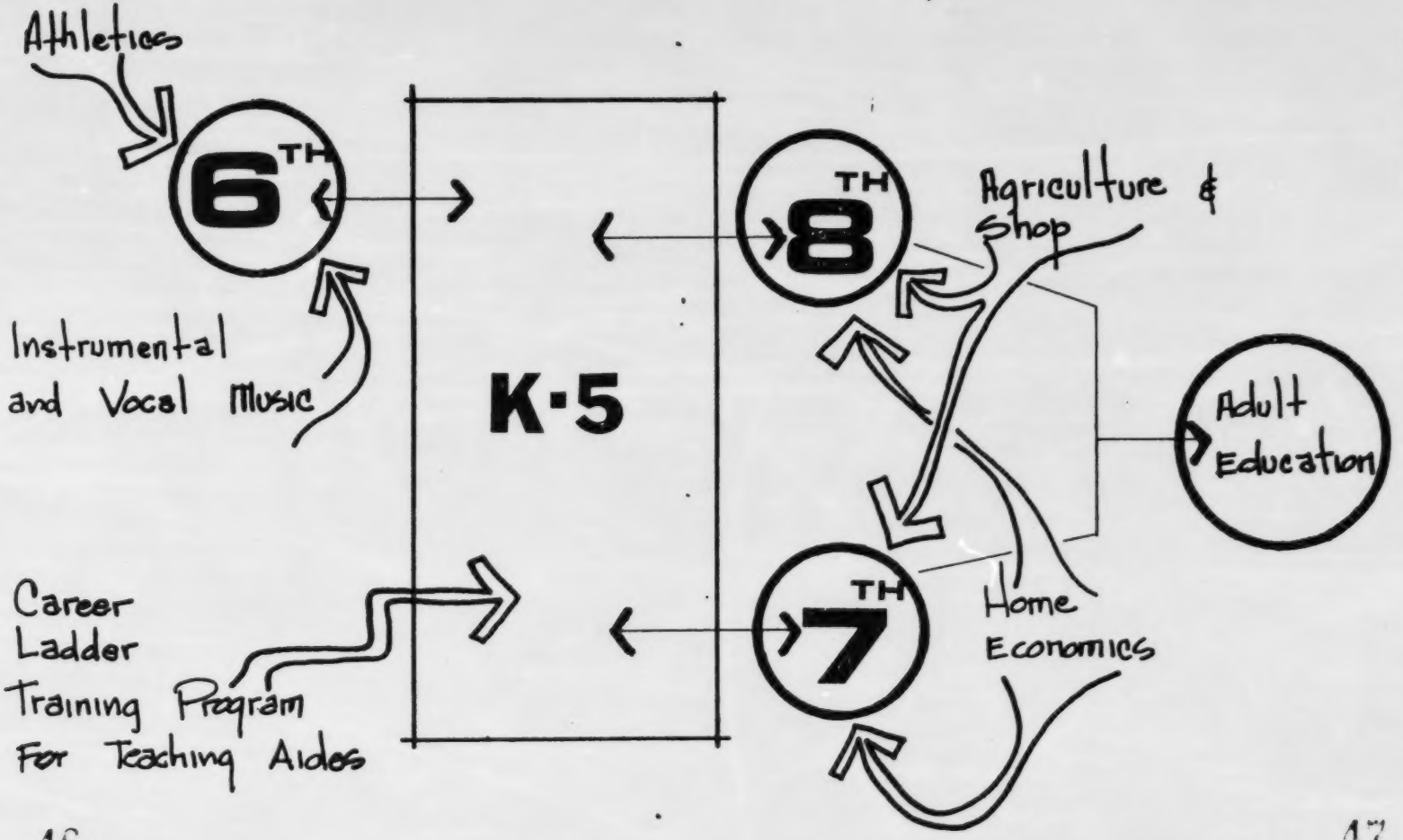
- HIGH SCHOOL -
Provide Better Transportation
Provide "Activity Van"
Provide Indian Counselor at High School



ACTIONS SOON



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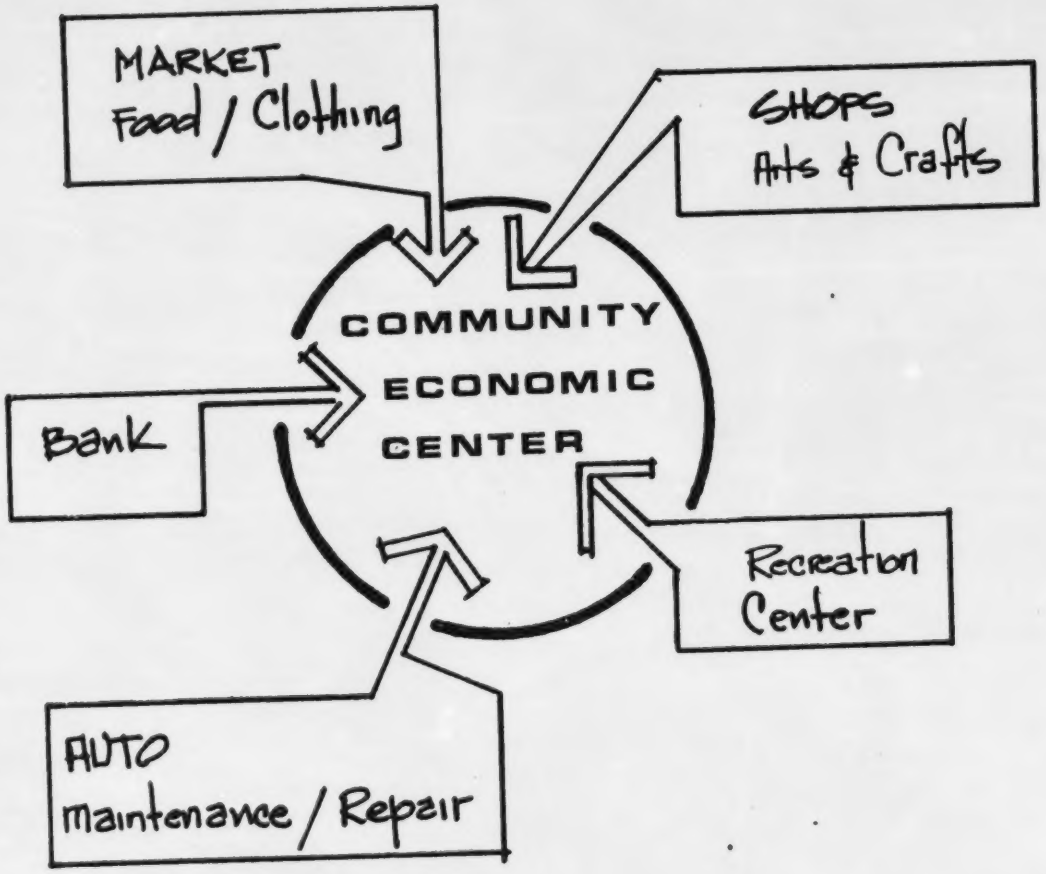

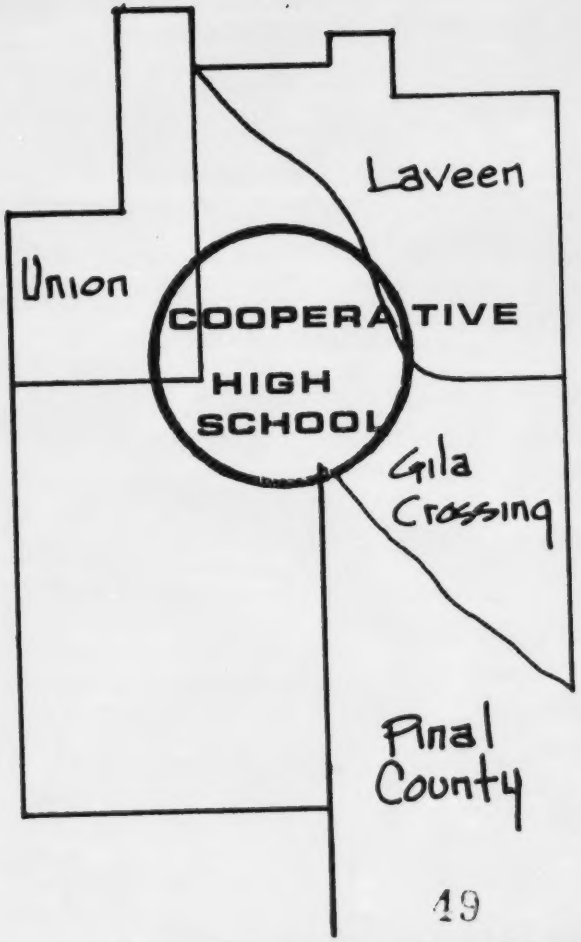

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have the option to go to Laveen for intermediate schooling, Phoenix Union for high school and BIA off-Reservation schools for non-commuter schooling.

The degree to which it will be possible to have a school, headstart through grade 12, requires extensive funding analysis, proposal writing and efforts to secure funds from the Indian Self-Determination and Education Assistance Act (enacted January 4, 1975). Both planning and capital improvements funds are to be made available by P.L. 638. Operational funds are to be made available on an annual contract basis by BIA as discussed earlier in this Report.

FACILITIES

The Charrette clarified that the existing plant is a traditionally designed and constructed, reasonably maintained, ill designed educationally, and a badly overcrowded structure with a grossly undersized school site. No alternative facilities are available. It also became clear during Charrette discussions that the community residents wanted to have a structure which would house not just all of the grades, headstart through 12th, but also have an extensive array of youth and adult community activities. It would take a much bigger and quite differently styled educational plant to accomodate the desired school community program.

Perhaps the existing plant could be remodeled for adult education, vocational training or to house other community activities, and a new plant could be built. A new plant which would be far more functional and culturally relevant is required. The exact facilities which would be required cannot be defined until more program planning, school and community, has been accomplished.

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SOCIAL OPTION # 1

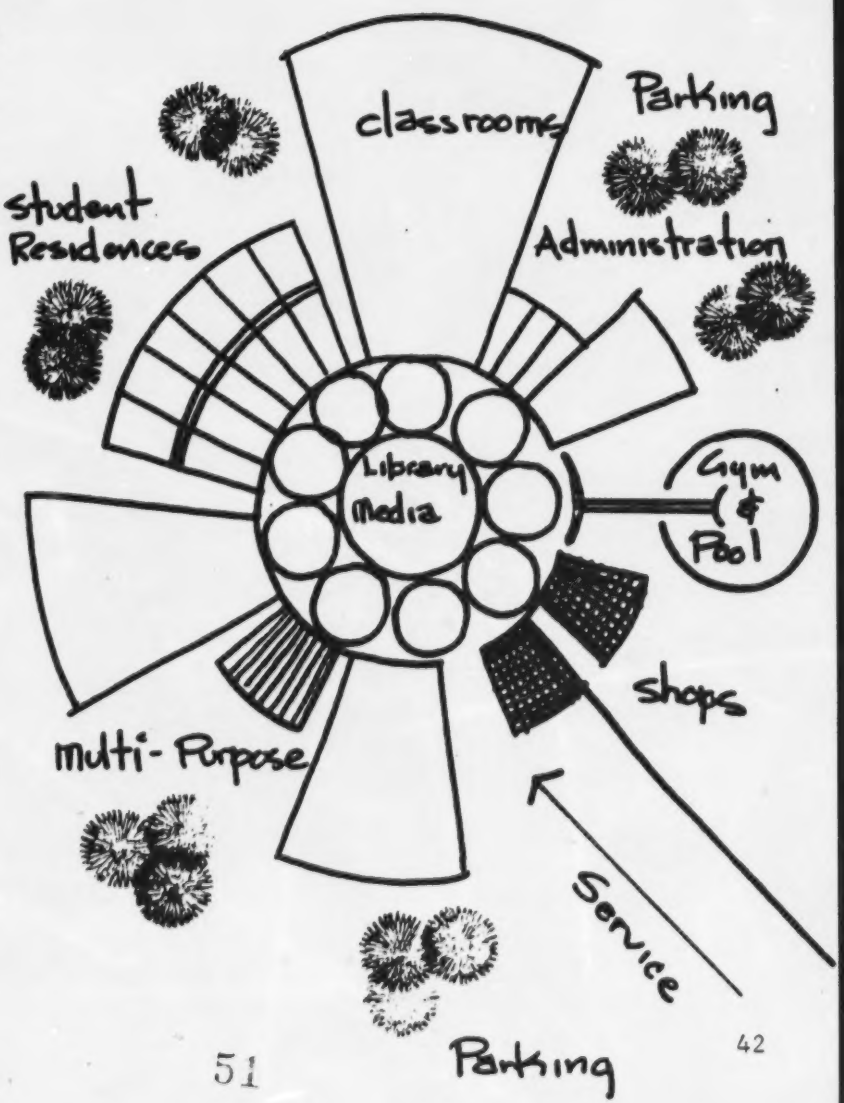
(Separation of EDUCATION From other CULTURAL ACTIVITIES)

ISOLATION of Education

PHYSICAL PLAN

Components of Total System

- Classrooms
- Gymnasium
- Cafeteria
- Offices
- Playgrounds
- Parking
- Student Residences
- Library
- Shops/Storage
- Multi-Purpose
- Informal Meetings



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SOCIAL OPTION # 2

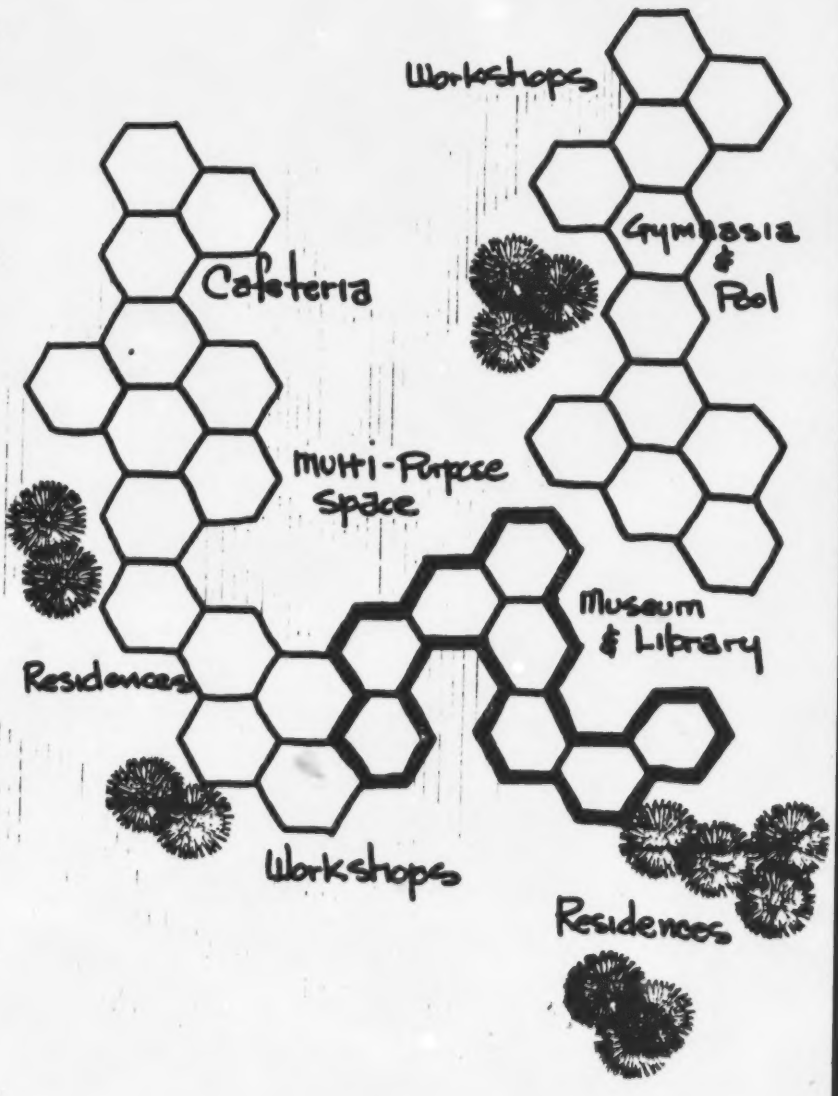
(Combination of EDUCATION & INDUSTRY)

PHYSICAL PLAN

Components of Total System

Workshop Spaces
- Basketry
- Pottery
- Weaving
- Jewelry
- Construction
- Agricultural
- Mechanical
- Nutrition
- Sculpture & Painting

Offices
Residences
Museum / Library
Meeting Modules
Government
Recreation
Parking



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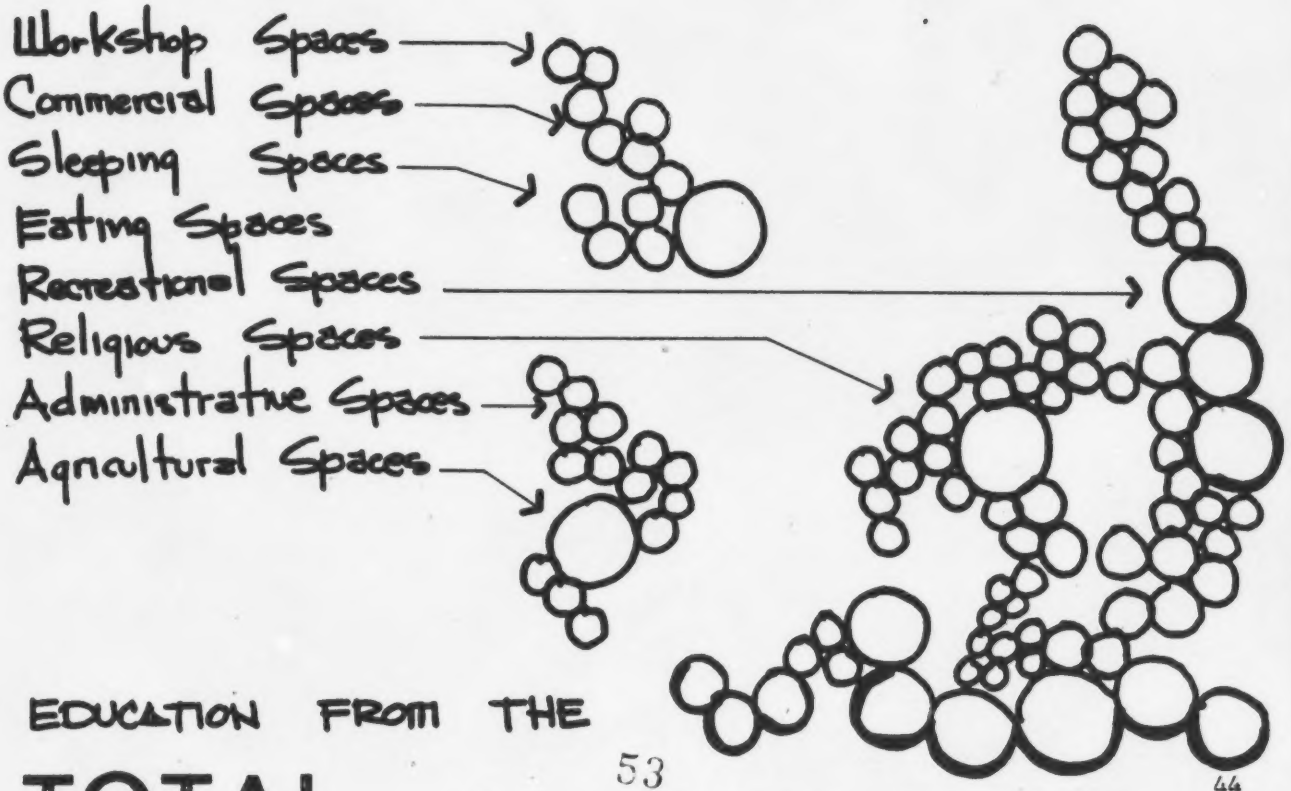
SOCIAL OPTION # 3

Totally COMBINED *Activities*

EDUCATION, INDUSTRY, SERVICE, RECREATION, BUSINESS, ETC.

PHYSICAL PLAN

Components Of
Total System



EDUCATION FROM THE

TOTAL CULTURAL ENVIRONMENT

WHAT'S HAPPENING HERE?

The people in the community expressed many concerns they had for themselves, their children and their future. It would seem as though these concerns related in one way or another to one of "5 specific problems":

1. Increasing enrollment
   a. 5 year olds - 27
   b. 4 year olds - 54
   c. 3 year olds - much more than 54
      Facilities are inadequate now; where will the younger children be housed as they enter school?

2. Too many dropouts; there seem to be several reasons:
   a. Little personal identification with Phoenix high schools
   b. Bussed long distances; takes too much time; makes the day too long; prevents after school activities
   c. Unable to stay at school and participate in after school activities, sports, etc.
   d. Racial conflicts
   e. Lack of family support

3. Voids in academic program, including:
   a. Traditions and culture
   b. Native arts and crafts
   c. Adult education
   d. Vocational education
   e. Family guidance
   f. Music
   g. Tribal languages

4. Community lacks a focal point, such as:
   a. Recreational center
   b. City area/merchants
   c. Parks
   d. Senior citizens center

5. Limited self-determination opportunities including:
   a. No control of educational system
   b. No control of academic programs
   c. No encouragement for stronger parental involvement

POST CHARRETTE ACTIVITY

THE EDUCATIONAL CONSULTANT'S RESPONSIBILITY

The fourth and final component of the Educational Consultant's contractural responsibility calls for the Educational Consultant to prepare a report which summarizes the Charrette for the Gila Crossing Day School Educational Planning Committee. This Report is that document. The Educational Consultant, in addition, has prepared the following supplementary materials for continued usage by the Advisory School Board of the Gila Crossing Day School:

1. A supplement document containing key papers, data summaries and other materials prepared during the Pre-Charrette period or presented by the Educational Consultant's Charrette staff.

2. A set of the schematic graphics prepared by the Charrette Planning Teams.

3. A set of photographs and a set of slides taken by the Educational Consultant's Charrette staff.

The Final Report and the above three items were presented to the Advisory School Board of the Gila Crossing Day School in September, 1975 (rather than in June as had been originally planned) when the school would have its new administrator (principal) and when the school had reopened for a new academic year.

The Educational Consultant clarified any items about which there were questions or comments, and offered the services of his firm to assist, with the School Board, in implementing any of its Charrette related decisions.

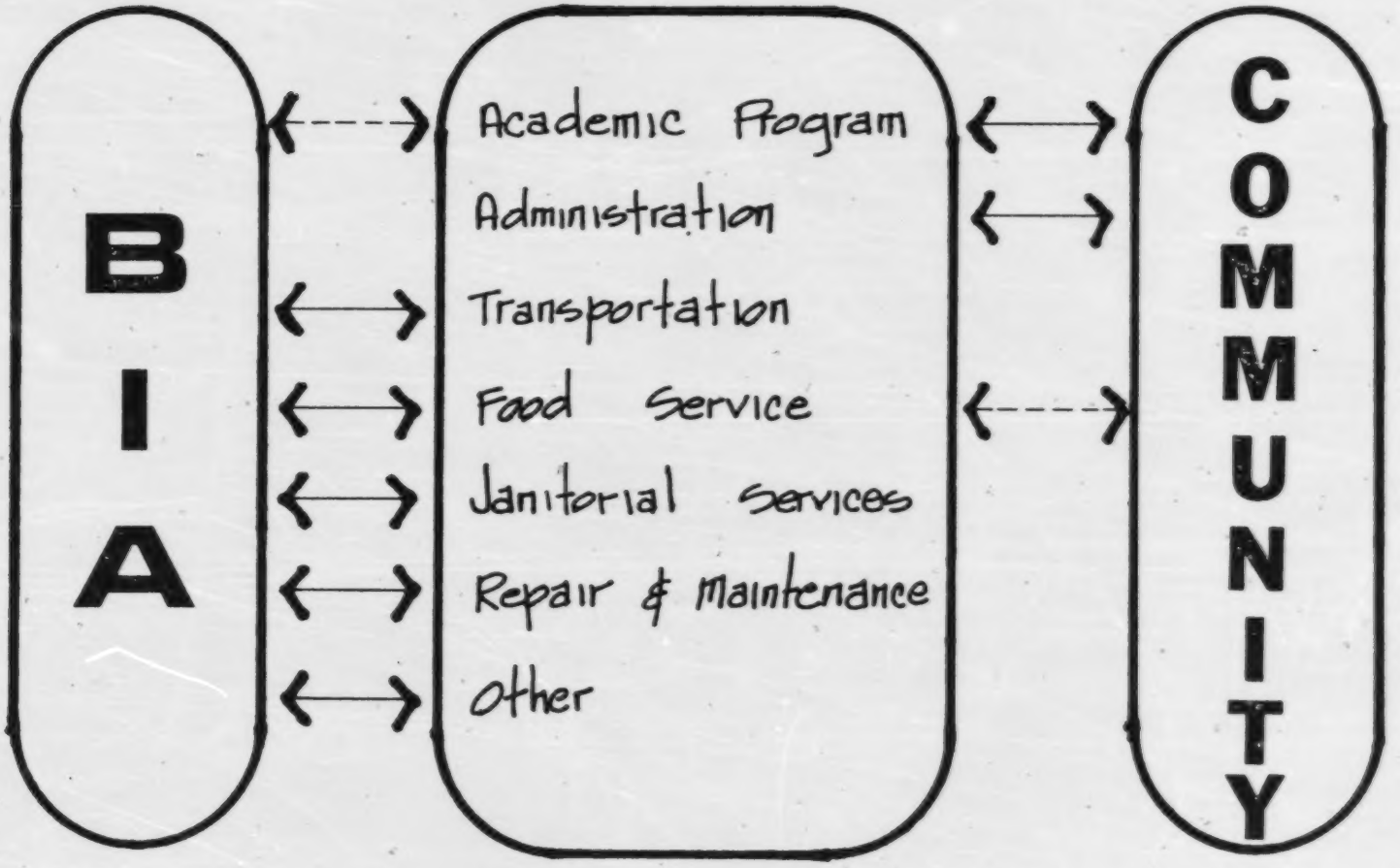
THE SCHOOL BOARD'S RESPONSIBILITY

It is now up to the Members of the BIA Advisory School Board of the Gila Crossing Day School. How do they interpret the results of this Charrette? What do Advisory School Board members think the majority of their school district's adult citizens want to do with and for the Indian children of the "West End" of the Gila Crossing Indian Reservation? Should the Advisory School Board continue to talk about the educational governance opportunities with concerned adults and youths? Should the Advisory School Board take a stand? Should they make a decision to do something (to make a change), or to do nothing and leave the situation as it now exists?

These are not easy questions to answer. Any decision to take major action will require that the Advisory Board Members be committed to working very hard for years to come. Any worthwhile action will require effort, continuity and dedication. Board Members will find that their communities will hold them responsible for both the good and the bad things that happen, and many of both things will happen. But, if the Board does take action, the rewards can be great. Self-determination activities can lead to many satisfactions, even if there are many disappointments along the way.

It is important to remember that Advisory School Boards do not have to take action all by themselves. They can have help if they want it. A Board can secure assistance from the BIA, other "contract schools", consultants, university personnel, community citizens, etc. The Board can, with effort, secure funds to help it plan, make decisions, and implement actions. P.L. 638 has been cited as a major source of funds for schools which decide to "go contract".

CONTRACT PARTS



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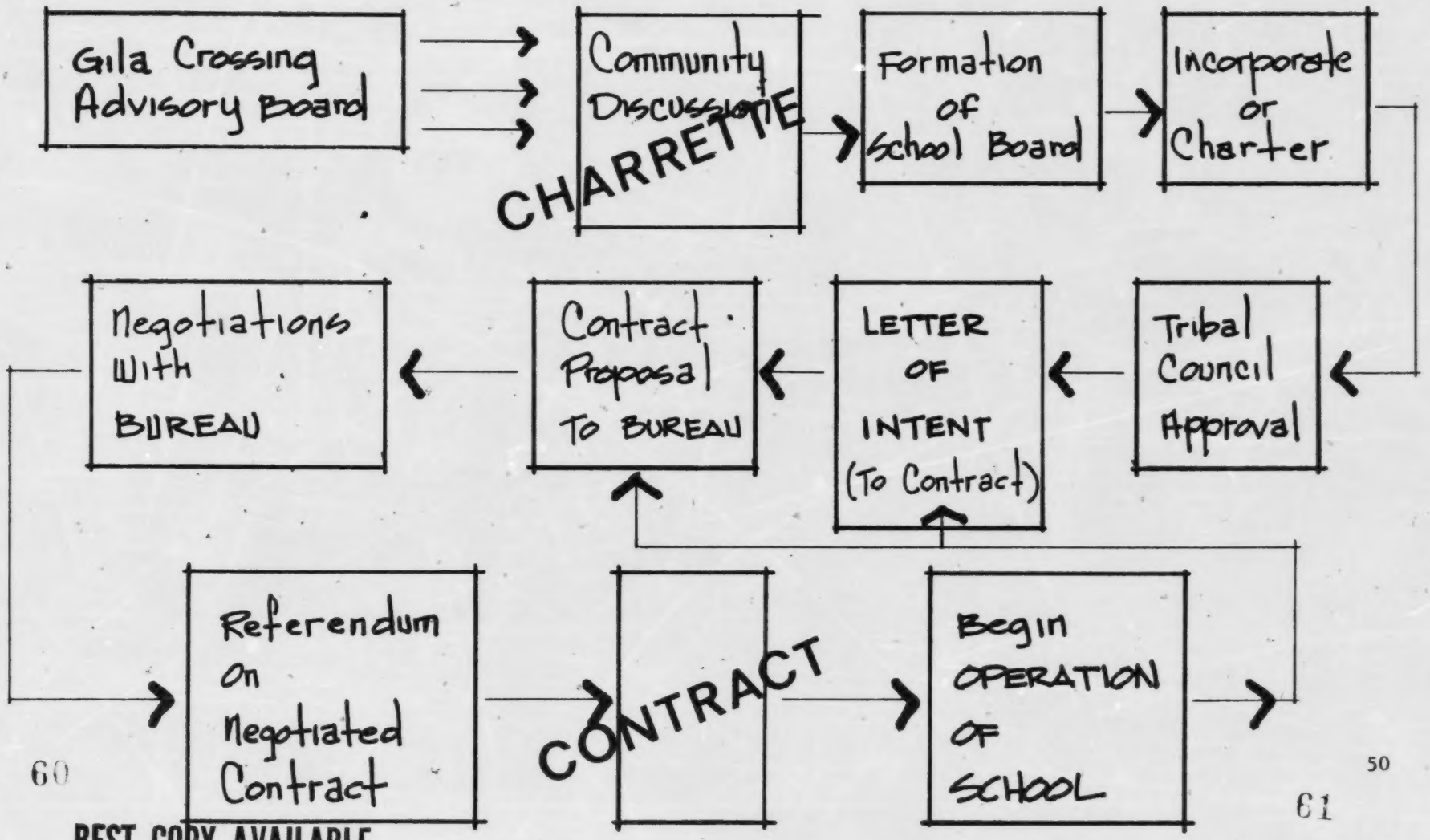
The Gila Crossing Day School Advisory School Board will not be taking a unique action, if it decides to change the organization governing the education of the "West End" children. Many other Indian communities have decided to become "contract schools", to become public schools, etc. Much has been learned, written and documented about such efforts.

If the Gila Crossing Day School Advisory School Board does decide to make changes, it will need to consider taking many steps in preparation for doing something and in the implementation of whatever it decides and plans to do. The Board will need to determine what assistance it wants from employees of the Bureau of Indian Affairs, the Arizona State Department of Education, educational, business, legal and financial consultants, etc. The Board will need to pursue sources of funding to get the money it will need to move forward with its efforts. The degree to which the BIA Sacaton Agency and the BIA Phoenix Area Office cooperates with the Advisory School Board will determine to a considerable extent how much effort the Board will have to expend to fulfill the goals and objectives of the community whose children will attend schools in the "West End" of the Reservation. If the BIA Offices do not cooperate fully and sincerely (and there have been experiences of this by most other "contract schools"), the Board's job will be more difficult. Hopefully, the Bureau's office will be fully supportive and very helpful; this has clearly been the indication to date.

If the "West End" goes "contract", or becomes a public school, or takes any other action which places local inhabitants in school board positions with full responsibility for administering their school, the Board will have to see that many activities are competently accomplished, activities

FLOW CHART



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TIME FRAME*	
Feb., 1975	Gila Crossing Advisory Board decides to master plan its educational system
May, 1975	Gila Crossing Advisory Board, through the process of an educational planning Charrette holds community discussions on educational problems, needs, solutions, etc.
Oct., 1975	Educational Planning Consultant reports on Charrette results to Gila Crossing Advisory Board
Oct., 1975	Advisory Board changes to School Board
Oct., 1975	Incorporation of School System; Local referendum on "going contract"
Nov., 1975	Tribal Council approval
Jan., 1976	Gila Crossing School Board sends "Letter of Intent to Contract" to BIA
Mar., 1976	Gila Crossing School Board sends "Contract Proposal" to BIA
Apr., 1976	Gila Crossing School Board negotiates Contract with BIA
July, 1976	Gila Crossing BIA School becomes a "Contract School"

*Note: Each year the last four steps in the above process need to be repeated.

which, in the past, were accomplished by non-Indian organizations. What are these activies? Well, they are far too numerous and complex to be completed listed and explained in detail in this Report but to illustrate their nature the following can be said:

A pupil and a population census will need to be taken and mapped. Population and grade by grade enrolment projections should be completed. A school district needs assessment study should be concurrently accomplished. The educational program needs and recreational plans need to be developed. Other community needs to be housed in school facilities, or on the school site, need to be determined. Facility requirements need to be programmed.

Plans to go "contract", public school, (or whatever direction is taken) need to be worked out. The school district needs to vote on such action. The school board will need to create a non-profit, educational corporation in the State of Arizona. Budgets, capital and operating, for each of the next five years should be created. Board members will have to negotiate with BIA employees for their rights and for assistance; they may want help in planning and carrying out their negotiations; maybe the help will not prove needed.

The plan to change the form of governance of education must be developed, probably with stages for broadening the School Board's role over a 1 to 5 year basis. The Board may want help with conducting the decision making referendum, incorporating, etc. A new language will have to be learned. Help will be needed in understanding all the Government terms associated with contracting.

The Board will have to listen to its public carefully. Do they or don't they want language instruction in the school? On a student or parent

optional basis? How can culture be best presented in the program? Who will help the Board develop and administer the best possible program? What mistakes can the Board be expected to make? Which ones are reasonable, unreasonable? What decisions can the Board make legally? What business must be, or should be, followed? Who will keep the finance books, do the purchasing, be responsible for transportation, etc., etc. There are many concerns that must be identified, planned for, assigned to responsible people, performed, supervised, and so forth.

Taking responsibility for so many activities could scare a School Board terribly. It is important to remember, however, that many other communities, Indian and non-Indian, have found it both possible and desirable. And, help is available.

DECISION POINTS
Decision Making Group What should be the structure of the decision making group? Philosophy What does the community think about education and culture? Cultural Pattern Which aspects of each cultural system should be included in the educational system? Curriculum When should these cultural aspects be introduced to the students? Administration What pattern of decision making is wanted? Provision of Services What services does the community want and how should they relate to the community?

APPENDIX "A"

AREAS AND TYPES OF DATA RESEARCHED DURING THE PRE-CHARRETTE PERIOD

I. DATA AREAS
   A. GILA CROSSING INDIAN RESERVATION
   B. GILA CROSSING AREA
   C. PUBLIC SCHOOL DISTRICTS ADJACENT TO THE RESERVATION

II. TYPES OF DATA
   A. DEOMOGRAPHIC:
      1. Current Population
      2. Projected Population
   B. SOCIOECONOMIC:
      1. Per Capita Income Annually
      2. Per Family Income Annually
      3. Scope and Nature of Major Social Problems
      4. Location and Nature of Industries
   C. GEOGRAPHIC:
      1. Large Map of Reservation Boundary
      2. Large Map Showing Location of Road System
      3. Large Map Showing Distribution of Houses, Institutions, Agencies
      4. Large Map Showing Distribution of Major Trunk Lines for Utilities in Gila Crossing Area
   D. EDUCATIONAL:
      1. Adult-Educational Grade Level
      2. Number of Youth by Age
      3. Number of Youth Enrolled in School by Grade and School (Age also, if possible)
      4. Dropout History by Grade Level, Age (if possible), and School
      5. Plan for Bus Lines Currently in Operation
      6. Schedule of High School Courses at High Schools attended by Reservation Students
      7. Achievement Data
      8. Youth Problem Data

APPENDIX "B"

(INVITATION TO PARTICIPATE IN CHARRETTE)

Dear Parents:

On May 8, 9, 10, your Advisory School Board, Tribal Government and Bureau of Indian Affairs will be holding all day meetings at the school. (Gila Crossing Day School) Your children will come to school as usual.

These meetings are very important to you, as parents, and your children. You, the members of the Community will be asked to decide what kind of school you want, how you want to run it and what, if any, new buildings are needed. As you can see, these are very important questions. You are the ones with the answers.

Your Advisory School Board feels that these meetings are so important, that arrangements have been made for child-care during the day and evening, food will be provided and transportation furnished.

Please mark your calendar and plan to attend any and all of the meetings. AND: bring a friend or two or three. Everyone from the West-End is welcome. ITS YOUR SCHOOL!!

SEE YOU AT "CHARRETTE '75"

Charrette Preparation Committee
(signed)
Edna J. Harvey, Chairperson

APPENDIX "C"

NAMES AND ADDRESSES OF PROFESSIONAL TECHNICIANS

GILA CROSSING CHARRETTE (MAY 8-10, 1975)

Visiting and Resource Persons:

1. Mr. Daniel Aiello, Grad. Assistant
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Tempe, Arizona 85281

2. Mr. Richard Cook, Designer
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3. Mr. Kris Coover, Architect
Barnes, Landes, Goodman & Youngblood
Suite 2110 Valley Center Bldg.
Central at Van Buren
Phoenix, Arizona 85000

4. Mr. Kendall Cummins, Superintendent
Pima Agency
Bureau of Indian Affairs
Sacaton, Arizona 85247

5. Dr. David Darling, Dean
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

6. Mr. Bobo Dean, Attorney
Fried, Frank, Harris, Shriver & Kampelman
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600 New Hampshire Avenue, NW
Washington, D.C. 20037

7. Mr. Bill Dinyes
Bureau of Indian Affairs
Sacaton, Arizona 85247

8. Dr. Jackson Drake, Professor
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9. Mr. Guilford Durant, Grad. Asst.
School of Architecture
Arizona State University
Tempe, Arizona 85281

10. Mr. Richard Harris, Supt. of Schools
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Phoenix, Arizona 85003

11. MS. Joy Hanley, Graduate Student/
Arizona State University
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Tempe, Arizona 86282

12. Mr. Ben Hanley, Arizona State Rep.
4605 S. Priest Road, #164
Tempe, Arizona 86282

13. Dr. Wayne Holm, Director
Rock Point Contract School
Rock Point, Arizona 86503

14. Mr. Gilbert Honanie, Architect
Barnes, Landes, Goodman, & Youngblood
Suite 2110 Valley Center Bldg.
Central at Van Buren
Phoenix, Arizona 85000

15. Mr. Al Joseph, Director
Gila Crossing Community Dept. of Educ.
Sacaton, Arizona 85247

16. Mr. William Levi, Architect
Lamar Kelsey & Associates
Finance Center, Suite 208
430 N. Tejon Street
Colorado Springs, Colorado 80902

17. Dr. Dennis P. McCabe, Educator
Pan American University
Dept. of Secondary Education
Edinburg, Texas 78539

18. Mr. Patrick McMurray, Architect
International Planning Associates
Colorado Springs, Colorado 80902

19. Dr. Thomas H. Metos, Professor
Bureau of Educational Research
& Services
Paine Hall
Arizona State University
Tempe, Arizona 85281

20. Mr. Dennis Numkena, Architect
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Phoenix, Arizona 85003

21. Mr. Stanley Parker, School Board
Gila Crossing Day School
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Gila Crossing, Arizona 85337

22. Mr. Dillon Platero, Director
The Navajo Division of Education
The Navajo Nation
Window Rock, Arizona 86515

23. Mr. Lee Thompson, Director
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Cities
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24. Ms. June P. Tonigan, consultant
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Albuquerque, N.M. 87109

25. Dr. Richard F. Tonigan, Educ.
Consultant
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Albuquerque, N.M. 87109

26. Ms. Ethelou Yazzie, Director
Rough Rock Demonstration School
Chinle, Arizona 86503

27. Mr. Ben Zuvega, Principal
Gila Crossing Day School
Gila Crossing, Arizona 85337

28. Mr. Sandy Cutbert, Instructor
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Arizona State University
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